

## **POLITICAL PSYCHOLOGY**

30:154

TTH 1:05 - 2:20

15 Schaeffer Hall

Professor David Redlawsk  
Office Hours: TTH 2:30 - 4:00  
Or by appointment

Department of Political Science  
321 Schaeffer Hall  
335-2352

### **Syllabus**

This course is designed to give students a sampling from the research into the connection between psychology and politics. When political scientists find themselves studying the attitudes and behavior of individual political actors, they find themselves necessarily relying on theories adopted from psychology. In this course we will look at several areas where the study of politics relies especially on the study of psychology. We will, however, focus on the political science aspect of the intersection, rather than the psychological side. Even so, in order to understand the political we must, to some degree, understand the psychological.

Political Psychology is a broad and varied field of study. It touches on nearly every sub-field of political science, from mass behavior, to international relations, to comparative politics. We will look at research in three primary areas – Personality, Cognition, and Decision Making – and then briefly touch on a few other key topics.

Throughout the course our focus will be on the political applications of various psychological research. This is not a course in psychology so we will not get into the real nitty-gritty details of each psychological theory that we apply. The ultimate purpose of this course is to provide an overview of the field, perhaps to stimulate interest in this field for future study.

I have a web site at <http://www.uiowa.edu/~c030111> where this syllabus is posted along with other information which might be of interest to the class. Any changes in the syllabus will be posted.

### **Writing Fellows**

Writing Fellows is a peer tutoring program to increase the awareness and importance of writing, revising, and collaborative learning in courses across the disciplines. The Writing Fellows Program started at Brown University in the early eighties and has since spread to large and small colleges all over the U.S. As Honors students competitively selected for their writing abilities and social skills and trained in a special course to tutor, University of Iowa Writing Fellows comment on a group of writers' polished drafts and then meet with these writers to discuss approaches to revision.

For this semester our Writing Fellows will be Shajia Ahmad, Laura Goettsch, Julia Labua, and Brett Roberts. You will be assigned to one Fellow who will work with you on both your initial literature review and your research paper rough draft. The process is simple. You will write an initial draft of your paper and bring it to class to be distributed to your Writing Fellow. Following this you will make an appointment to meet with your Fellow who will have read your draft and prepared a critique. Using the feedback from peer review and your Fellow, you will then rewrite your paper into a final draft to be turned into me for grading on the date listed.

More information on the Writing Fellows program may be found on their website at:  
<http://www.uiowa.edu/~writingc/fellows.html>.

## **Course Requirements**

### **Reading and Participation**

This course will include a great deal of reading; there are several books that are required and other current research in the field that will be made available to you. Some of the readings pre-suppose some knowledge of statistics and methods that many of you may not yet have. In those cases I will try to give an overview of the methods, and ask you to focus on the substantive conclusions in the work. While this may make some of the readings quite difficult, it will allow you to develop an understanding of the kind of research done in political psychology and will introduce you to many of the major journals used in our profession.

For this course to work well, all students must come to class prepared, having completed all assigned readings prior to class. I will generally provide an overview lecture for each area we study and then will expect class members to participate in discussion about the research we read. Your course participation grade will depend upon your completion of the readings and participation in discussion. Each student will be expected to take the lead in class discussion during at least one period to be assigned by the instructor. Leading in this case means providing the class with a 10-15 minute summary of the reading for the day and identifying key issues and questions to stimulate our discussion. You will do this in teams of two to be assigned after the first day of class. Your summary and key questions will be posted on the class electronic bulletin board in ICON at least one day ahead of your assigned class.

Regular attendance is expected. More than 3 unexcused absences will result in a lower grade.

### **Research Paper**

Each student will prepare a research paper on any of the topics we cover in class or on any other topic related to political psychology. This research paper may be a literature review of relevant work in a field of interest, may be the development of a student's own theory or approach to some topic, or may be development of a research design to test one of the theories of psychology as applied to politics. Those students who are well-versed in statistics may choose to actually analyze available national survey data to look at political attitudes towards some problem or another. The point here is that the papers may be wide-ranging; none of the above is meant to limit you. A list of topic ideas is included with this syllabus, but you are welcome to come up with your own.

You will begin writing your paper with a short (4-5 page, 1 inch margins, no larger than 12 point font) literature review on your topic. This literature review will include a description of your topic and its importance to political psychology, and a review of at least 4 of the academic sources you expect to use for your final paper. The literature review will be turned in as a rough draft as noted on the syllabus. You will then meet with your Writing Fellow in order to refine the rough draft into a final version, to be turned in as noted and graded. This process of writing and rewriting is important to the development of your research paper.

A rough draft of your paper will be due approximately two-thirds of the way through the semester. This is expected to be a complete paper, not just a few pages, and a note that you have more to do. Your Writing Fellow and I will assess your rough draft and provide you with comments, mine focused on

content and the Fellow's focused on writing technique. I will also assess a grade for your rough draft. You will then rewrite the paper into a final version due the last day of class. I will be available at any time to discuss your paper topic, literature review and drafts with you personally.

### Survey Research Project

Political science has a new facility in our ITC (21SH) that allows us to teach survey methodology. We can mount actual survey research projects for the purposes of exposing students to both the technology of survey research as well as the practice. Our class will inaugurate this facility with a small project designed to help you get a feel for how research into political psychology questions is often carried out. Working with the graduate seminar that I am also teaching this semester, we will develop a survey experiment, generate a random sample of potential respondents and interview them, and then analyze our results. Each member of this class will participate by completing at least 10 telephone interviews using our survey research facility. Then as a class we will look at our data and see what we can learn from it. More details on this project will be provided as we get closer to it.

### Exams

In addition to the paper, all students will take a midterm exam and a final exam on the dates listed on the syllabus.

### Grading

Class Participation	15%
Research Paper	35%
Literature Review	10%
Rough Draft	10%
Final Draft	15%
Survey Research Project	10%
Midterm Exam	20%
Take Home Final Exam	20%

### Required Books

All of these books are available at Iowa Book & Supply.

Cottam, Martha, Beth Dietz-Uhler, Elena Mastors, and Thomas Preston. 2004. *Introduction to Political Psychology*. Mahwah, NJ; Erlbaum. ISBN: 0-8058-3770-1. [COTTAM]

Iyengar, S. and McGuire, W. J., (Eds.) 1993. *Explorations in Political Psychology*. Durham: Duke University Press. [EXPLORATIONS]

Sears, David O., Leonie Huddy, and Robert Jervis. 2003. *The Oxford Handbook of Political Psychology*. New York: Oxford University Press. [OXFORD HANDBOOK]

**Additional readings will be made available on reserve at the Main Library as marked (on reserve) or on our course website. Items marked (ICON) are located in the CONTENT section of our ICON site. You are responsible for all of these readings as well.**

## Schedule

Jan 17 Introduction, Syllabus and Expectations, Writing Fellows

Jan 19 What is the field of Political Psychology?

**Read:** Cottam, Ch. 1, "An Introduction to Political Psychology", pp. 1-11.

Shanto Inyengar, "An Overview of the Field of Political Psychology," *Explorations*, pp. 3-8.

William McGuire, "The Poly-Psy Relationship," *Explorations*, pp. 9-35.

David O. Sears, Leonie Huddy and Robert Jervis, "The Psychologies Underlying Political Psychology," *Oxford Handbook*, pp. 3-16.

### Personality and Politics

Jan 24 Why Personality and Politics

**Read:** Cottam, Ch 2, "Personality and Politics," pp 13-34.

David Winter, "Personality and Political Behavior," *Oxford Handbook*, pp. 110-145.

Jan 26 Political Leaders

**Read:** Cottam, Ch 5, "The Study of Political Leaders," pp 97-123.

Stanley Renshon, "A Preliminary Assessment of the Clinton Presidency," *Political Psychology* 15(1994):374-394. (ICON)

Stanley Renshon, "After the Fall: The Clinton Presidency in Psychological Perspective." *Political Science Quarterly*, 115(Spring, 2000): 41-66. Online at JSTOR through course website.

Jan 31 Personality in Foreign Policy

**Read:** Graham H. Shepard, "Personality Effects on American Foreign Policy, 1969-84: A Second Test of Interpersonal Generalization Theory," *International Studies Quarterly*, Vol. 32, No. 1. (Mar., 1988), pp. 91-123. Online at JSTOR through course website.

Feb 2 Personality and the first Gulf War

**Read:** Stephen J. Wayne, "President Bush goes to War." In Stanley Renshon, Ed., *The Political Psychology of the Gulf War*, pp. 29-48. (on reserve)

Jerrold M. Post, "The Defining Moment of Saddam's Life." In Stanley Renshon, Ed., *The Political Psychology of the Gulf War*, pp. 49-66. (on reserve)

Feb 7 Is it personality, or something else?

**Read:** John R. Alford, Carolyn L. Funk, and John R. Hibbing, "Genes, Political Orientations, and Social Personality," (ICON).

### Survey Project Initial Preparation

Feb 9/14 Preparation for Survey Research Project **(Note Revision, 2/5/06)**

**Read:** *Readings on Survey Research* (For Feb 9)

Flanigan & Zingale, Appendix, pp 190-198. (ICON)

Frankfort-Nachmias and Nachmias, Ch 10. (ICON)

Seltzer, Ch. VIII. (ICON)

PBS, Analyze a Poll – at <http://www.pbs.org/elections/savvyanalyze.html>

*Studies using Survey Experiments* (For Feb 14)

~~Nelson, Clawson, and Oxley, "Media Framing of a Civil Liberties Conflict and Its Effect on Tolerance." (JSTOR) **(Do Not Read)**~~

**(read the following instead)**

Rosalee A. Clawson & Eric N. Waltenburg, "Support for A Supreme Court Affirmative Action Decision: A Story in Black and White." *American Politics Research*, 31 (May 2003). (ICON)

Donald Kinder & Lynn Sanders, "Mimicking Political Debate with Survey Questions," (ICON)

David Moskowitz, "Perceptions of Responsibility for Public Assistance," (ICON)

### Attitudes and Political Cognition

Feb 16 Introduction to Social Cognition

**Read:** Cottam, Chapter 3, "Cognition, Social Identity, Emotions and Attitudes," pp 37-62.

Susan Fiske and Shelley Taylor, *Social Cognition*, Chapter 1 (on reserve).

- Feb 21      The Structure of Attitudes  
***Literature Review Rough Draft Due in Class***
- Read:** Susan Fiske and Shelley Taylor, *Social Cognition*, Chapter 11, pp. 462-509 (on reserve).
- Granberg, "Political Perception," *Explorations*, pp. 70-112 (plus pp. 65-69 on attitudes generally.)
- Feb 23      Structuring Understanding – Schema Theory
- Read:** Robert Axelrod, "Schema Theory: An Information Processing Model of Perception and Cognition," *American Political Science Review*, 1973, pp. 1248-1266, Online at JSTOR through course website.
- James Kuklinski, et al., "Where is the Schema?" along with responses by a number of other scholars. *American Political Science Review*, 1991, pp. 1341-1382, Online at JSTOR through course website.
- Feb 28      Attitude Consistency
- Read:** Philip Converse, "Attitudes and non-attitudes: Continuation of a dialogue," In E. R. Tufté (Ed.), *The quantitative analysis of social problems* (pp. 168-189). (on reserve).
- Mar 2      Processing Politics
- Read:** Robert Wyer, Jr., and Victor Ottati, "Political Information Processing," *Explorations*, pp. 264-295.
- Mar 7      Symbolic Politics and Public Opinion  
***Literature Review Final Draft Due by Midnight via TURNITIN***
- Read:** Charles Taber, "Information Processing and Public Opinion," *Oxford Handbook*, pp. 433-476.
- David O. Sears, "Symbolic Politics: A Socio-Psychological Theory," *Explorations*, pp. 113-149.
- Mar 9      **Midterm Exam**
- Mar 14/16    **Spring Break**

## **The Political Psychology of Voter Decision Making**

Mar 21 Introduction to Political Decision Making

**Read:** Richard Lau, “Models of Decision-Making,” *Oxford Handbook*, pp 19-59.

Cottam, “Voting, Role of the Media, and Tolerance,” Ch 6, pp. 125-152.

Mar 23 Psychological vs. Rational Models

**Read:** Stephen Ansolabehere and Shanto Iyengar, “Information and Electoral Attitudes: A Case of Judgment under Uncertainty,” *Explorations*, pp. 321-337.

George A. Quattrone and Amos Tversky, “Contrasting Rational and Psychological Analyses of Political Choice,” *American Political Science Review*, Vol. 82, No. 3 (Sep., 1988), pp. 719-736. Online at JSTOR through course website.

**Mar 28/30 Survey Research Project Work**

**During this week we will begin running the survey – times will be established based on student and ITC availability.**

**We will meet at our regular time on Tuesday March 28, but will not meet on Thursday, March 23. Instead you will be working to complete your interviews.**

Apr 4 Heuristics – Making sense with limited information

**Read:** Samuel Popkin, “Decision Making in Presidential Primaries,” *Explorations*, 361-379.

Robert Jervis, “The Drunkard’s Search,” *Explorations* 338-360.

Richard Lau and David Redlawsk, “Advantages and Disadvantages of Cognitive Heuristics in Political Decision Making,” *American Journal of Political Science*, 2001, pp. 951-971, Online at JSTOR through course website.

Apr 6 Candidate Judgment and Decision Making

***Research Paper Rough Draft Due before class via TURNITIN  
Bring 2 copies to class***

**Read:** Milton Lodge and Patrick Stroh, “An Impression Drive Model of Candidate Evaluation,” *Explorations*, pp. 225-263.

Apr 11

Affect and Emotion

**Read:** Victor Ottati and Robert Wyer, Jr., "Affect and Political Judgment," *Explorations*, pp. 296-315.

George Marcus, "The Psychology of Emotions and Politics," *Oxford Handbook*, pp. 182-221.

Apr 13

Voters and their Emotions

**Read:** George E. Marcus and Michael B. Mackuen, "Anxiety, Enthusiasm, and the Vote: The Emotional Underpinnings of Learning and Involvement during Presidential Campaigns," *American Political Science Review*, 1993, pp. 672-685. Online at JSTOR through course website.

Milton Lodge & Charles Taber, "First Steps toward a Dual Process Accessibility Model of Political Beliefs, Attitudes, and Behavior," in David Redlawsk (ed), *Feeling Politics: Emotion in Political Information Processing*. (ICON)

Apr 18

Emotions and Voting – A good thing?

**Read:** David Redlawsk, Richard Lau, and Andrew Civettini, "Affective Intelligence and Voting Information Processing and Learning in a Campaign" (ICON)

David Redlawsk, Andrew Civettini, and Karen Emmerson, "The Tipping Point for Voters: When do Voters (Finally) Get It? (ICON)

### Some Additional Topics in the Field

Apr 20/25

Groups and Group Processes

**Read:** Cottam, Ch 4, "The Political Psychology of Groups," pp. 63-94.

James Sidanius, "The Psychology of Group Conflict and the Dynamics of Oppression," *Explorations*, pp 183-219.

Leonnice Huddy, "Group Identity and Political Cohesion," *Oxford Handbook*, pp. 511-558.

Stanford Prison Experiment.... Zimbardo, "Stanford Prison Experiment: 'Slide Show'" ([www.prisonexp.org](http://www.prisonexp.org))

Apr 27

Race/Ethnicity/Identity

**Read:** Cottam, Ch 4, "The Political Psychology of Race and Ethnicity," pp. 153-190.

John Duckitt, "Prejudice and Intergroup Hostility," *Oxford Handbook*, pp. 559-600.

Rosalee A. Clawson, and Eric N. Waltenburg. "Support for a Supreme Court Affirmative Action Decision: A Story in Black and White." *American Politics Research*. (ICON)

May 2

Our own study

Today we will go over the results of our own survey experiment and try to understand what we've learned from the experience. You will be assigned to read a brief report on the results ahead of class.

May 4

Wrap Up and Further Thought

***Research Paper Final Draft Due BEFORE CLASS Via TURNITIN***

**Read:** Robert Lane, "Rescuing Political Science from Itself," *Oxford Handbook*, pp. 755-794.

**Take Home Final Assigned, Due May 11, Noon, Via TURNITIN**

### **Political Science Web Site Information**

Please visit the Political Science Department's web site: <http://www.uiowa.edu/~polisci/>. It is frequently updated regarding new events and procedures in our department, changes in the Schedule of Courses, plus TA and faculty hours when available. You may also find current information on pre-advising, and registration. Our Vernon Van Dyke Computing Facility (Political Science ITC) is located in Room 21 Schaeffer Hall. Available hours are listed at our web site and also posted outside Room 21 SH.

## **Political Psychology Research Paper Topic Suggestions**

Spring 2006

Following is a list of suggestions for research paper topics. This list is not all inclusive. Feel free to investigate other topics in political psychology that might be of interest to you. The goal of this research paper is to have you spend some time looking for and reading works by researchers in this field and critically analyzing their results. Your papers should be substantive -- not just "thought" pieces, but representative of significant effort in tracking down sources on your topic. At the same time, you must do more than just repeat what others have written. I expect you to insert yourself into the paper by analyzing the arguments made by others and relating them to work we do during the semester.

### A Few Possible Topics

**The Politics of Prevention** -- Investigating Lasswell's (and Greenstein's) call for a normative political science that not only describes the political world but tries to mold it and shape it for the "betterment" of the public.

**Do a limited psychobiography of a political actor** -- While you don't have the time and resources to do a full analysis, perhaps you could find enough information on a major contemporary figure to begin to explore the psychodynamics of his or her actions as a political figure.

**Candidate Centered Politics** -- The rise of candidates has coincided with the decline of parties; or so say a number of researchers. Investigate this area, looking at research on political campaign and the organization of political activities. What are the implications for how the average voter sees the political world?

**Do Polls affect Outcomes?** -- Investigate the increasing use of polling during political campaigns. Does the continual broadcast of daily polls create some kind of effect that alters voters perception of events?

**Are Voters Rational?** -- Can voters understand the political world and do they make good voting decisions? Or are they misled by campaign tactics and promises that make politics nothing but a muddle?

**Why do people get involved in politics?** -- What is it about early life experiences (or even later ones) that lead people to become politically active; to run for office, to become party elites; to make politics an important part of their lives? Since almost nobody does this, there must be some reason why the few who do decide to get involved.

**A comparison of Information Processing Theory and Rational Choice models of political cognition** -- Rational choice models presume that voters maximize their utility in making a vote choice; that they proceed to investigate alternatives as completely as possible and weigh all the alternatives carefully. Information processing theory posits people as cognitive misers who use shortcuts whenever possible to simplify decision tasks. What are the implications of these two approaches? are they congruent or are they at odds with each other?

**Do Voters vote the issues?** -- Does issue voting happen? Does it affect elections? Do voters know enough and are their personal preferences clear enough that they can cast a vote based on issues? What are the implications for democracy if people cannot issue vote?