


 Appalachian State University


PS 3371: Political Persuasion | Fall 2018

 Anne Belk Hall 109

 MWF 1:00pm-1:50pm

 Dr. William Pollock

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 Office Hours: MWF 11:15am-12:45pm

Course Description

This course examines the nature and structure of political attitudes. We will pay particular focus to the questions of how attitudes are formed and how they can change. In addressing these matters, we will discuss the individual-level, psychological origins of citizens' political beliefs and actions, as well as broader patterns of public opinion in the United States. This course will provide an overview of major theories and methods used in the fields of political psychology and public opinion, covering a variety of topics. Subjects include information processing, emotion, the political media, and decision-making biases.

Learning Objectives

By the end of this course, you will understand how psychological theories help explain political thought. Having successfully fulfilled your responsibilities as a student, you will possess knowledge of how political attitudes are formed and change that goes beyond lay theories purveyed in the news media, among commentators, etc. You also will be exposed to original research conducted by political scientists and psychologists, which employ varied theoretical and empirical approaches. Thus another goal of this course is to develop your capacity to comprehend scholarly work, as well as your appreciation for scientific thought and the research process more generally.

Course Readings

There is one required book for this course:

- *John T. Jost and Jim Sidanius, Political Psychology, New York: Routledge, 2004. ISBN: 978-1841690704.*

Many of the assigned readings are not included in this volume. These readings will be provided to students via AsULearn.

Course Requirements

Reading

All readings listed on the syllabus are required. Readings must be completed before the class sessions for which they are assigned. In addition, we will discuss current events if they relate to the topics we are covering. Try to keep abreast of political developments by consulting the news a few times a week.

Attendance and Participation

Students are expected to attend every class session. Some test/quiz questions may concern lecture or in-class discussion material that is not covered in the assigned readings. Attendance is important to earning a passing grade.

Class meetings will include both lecture content and class discussions. Student participation in classroom discussions is highly encouraged, and required if our discourse is to be useful toward achieving the learning objectives. Discussion participants will be respectful and tactful toward others in any comments made during class.

☛ If class attendance, preparation, or participation are unsatisfactory, I reserve the right to administer unannounced quizzes, which will count toward your final quiz average.

Exams

There will be two midterm exams, as well as a final exam (cumulative, December 12th 11:00am-1:30pm). The two midterms will each count for 15% of one's final grade, while the final exam will count for 20%. Students are expected to arrive on time for scheduled exams. I will stop handing out exams after the first student has completed his or her test and has left the room. Bring a #2 pencil to each exam.

Make-up exams will only be allowed due to a legitimate, documented reason for absence. Excused absences from tests must be discussed with the instructor on a case-by-case basis. **You must notify me of your circumstances prior to the original test date in order to receive a make-up exam.** Exceptions will only be made if prior notification is impossible.

Quizzes

There are a total of five quizzes scheduled throughout the semester. These assignments will generally cover key topics of the assigned readings. Quizzes will typically be administered during the first fifteen minutes of class. Students who arrive late to class after quizzes have been turned in will not be permitted to take

the quiz, and will receive a grade of zero. Make-up quizzes will be permitted based on the criteria described in the previous section (i.e., you must give me prior notification of a legitimate reason for absence).

Papers

Students will complete two short papers during the semester. These assignments will be due on October 5th and December 3rd. Your paper submissions should be no longer than four pages, and must be double spaced with 12pt font (Times New Roman or similar) and 1-inch margins. Details concerning paper topics and submission instructions will be provided several weeks prior to each paper's due date.

Each paper must be turned in at the beginning of class on the day it is due. Late paper submissions will receive a 25% penalty off of the graded score if turned in within 24 hours of the class period on which they were due, and a 50% penalty if turned in within 48 hours. Assignments late by more than 48 hours will receive no credit.

Grading

Students' final course average will be calculated based on the following assignment weights:

Test 1:	15%
Test 2:	15%
Final Exam:	20%
Quiz Average:	20%
Paper 1:	15%
Paper 2:	15%

Course grades will be assigned on the following scale:

93% or higher:	A
90	A-
88	B+
83	B
80	B-
78	C+
73	C
70	C-
68	D+
60	D
63	D-
Less than 60%:	F

These percentages represent the minimum score required for each grade. Final course averages will not be rounded up or down. Grades are not negotiable based on personal circumstances. Extra credit will not be awarded.

Course Schedule

Week 1 (Aug. 22-24): Introduction to the Course

Wednesday, 8/22: Overview and Discussion of Syllabus

Readings: Jordan & Zanna (*J&S*, pp. 467-476)

Week 2 (Aug. 27-31): Attitudes and Belief Systems

Readings: Eagly & Chaiken 2007, Converse 1964 (*J&S*, pp. 181-199)

Week 3 (Sep. 3-7): Attitude Formation—The RAS Model

Monday, 9/3: No class (Labor Day)

Readings: Zaller & Feldman 1992, Hill & Kriesi 2001

Week 4 (Sep. 10-14): Attitude Formation—The On-Line Model

Monday, 9/10: **Quiz 1**

Readings: Lodge, Steenbergen, & Brau 1995; Lavine 2002

Week 5 (Sep. 17-21): Biases of Decision Making

Readings: Tversky & Kahneman 1974, Quattrone & Tversky 1988 (*J&S*, pp. 244-258)

Week 6 (Sep. 24-28): Motivated Reasoning

Readings: Taber & Lodge 2006; Redlawsk, Civettini, & Emmerson 2010

Week 7 (Oct. 1-5): Personality and Moral Foundations Theory

Friday, 10/5: **Paper 1 due, Quiz 2**

Readings: Carney et al. 2008, Haidt & Graham 2007

Week 8 (Oct. 8-12): Test 1 Week

Monday, 10/8: Review session for Test 1

Wednesday, 10/10: **Test 1**

Friday, 10/12: No class (Fall Break)

Week 9 (Oct. 15-19): Stereotypes

Friday, 10/19: **Quiz 3**

Readings: Huddy & Terkildsen 1993, Brooks 2013 (Chs. 4 & 5)

Week 10 (Oct. 22-26): Implicit Attitudes

Readings: Devine 1989, Payne 2001, Moskowitz et al. 1999

Week 11 (Oct. 29-Nov. 2): Emotion and Affect

Readings: Markus & MacKuen 1993 (*J&S*, pp.163-176); Erisen, Lodge, & Taber 2014

Week 12 (Nov. 5-9): The Media

Friday, 11/9: **Quiz 4**

Readings: Iyengar, Peters, & Kinder 1982 (*J&S*, pp. 139-149); Krosnick & Kinder 1990 (*J&S*, pp. 150-162)

Week 13 (Nov. 12-16): Knowledge and Political Sophistication

Friday, 11/16: **Quiz 5**

Readings: Kuklinski et al. 2000, Gaines et al. 2007

Week 14 (Nov. 19-23): Thanksgiving Week

Monday, 11/19: TBD

Wednesday, 11/21: No class (Thanksgiving)

Friday, 11/23: No class (Thanksgiving)

Week 15 (Nov. 26-30): Test 2 Week

Wednesday, 11/28: Review session for Test 2

Friday, 11/30: **Test 2**

Readings: Berger, Meredith, & Wheeler 2008

Week 16 (Dec. 3-5): Final Week of Class

Monday, 12/3: **Paper 2 Due**

Wednesday, 12/5: Review Session for Final Exam

Finals Week

Wednesday, 12/12: **Final Exam** (11:00am-1:30pm)

References

- Berger, Jonah, Marc Meredith, and S. Christian Wheeler. 2008. "Contextual priming: Where people vote affects how they vote." *Proceedings of the National Academy of Science* 105 (26): 8846-49.
- Brooks, Deborah Jordan. 2013. *He Runs, She Runs: Why Gender Stereotypes Do Not Harm Women Candidates*. Princeton, New Jersey: Princeton University Press.
- Carney, Dana R., John T. Jost, Samuel D. Gosling, and Jeff Potter. 2008. "The Secret Lives of Liberals and Conservatives: Personality Profiles, Interaction Styles, and the Things They Leave Behind." *Political Psychology* 29: 807-840.
- Converse, Philip E. 1964. "The Nature of Mass Belief Systems in Mass Publics." In *Political Psychology*, edited by John T. Jost and Jim Sidanius. New York: Routledge. 181-199.
- Devine, Patricia G. 1989. "Stereotypes and Prejudice: Their Automatic and Controlled Components." *Journal of Personality and Social Psychology* 56 (1): 5-18.
- Eagly, Alice H. and Shelly Chaiken. 2007. "The Advantages of an Inclusive definition of Attitude." *Social Cognition* 25 (5): 582-602.
- Erisen, Cengiz, Milton Lodge, and Charles S. Taber. 2014. "Affective Contagion in Effortful Political Thinking." *Political Psychology* 35 (2): 187-206.
- Gaines, Brian J., James H. Kuklinski, Paul J. Quirk, Buddy Peyton, and Jay Verkuilen. 2007. "Same Facts, Different Interpretations: Partisan Motivation and Opinion on Iraq." *Journal of Politics* 69 (4): 957-974.

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- Hill, Jennifer L. and Hanspeter Kriesi. 2001. "An Extension and Test of Converse's Black-and-White Model of Response Stability." *American Political Science Review* 95: 397-413.
- Huddy, Leonie and Nadya Terkildsen. 1993. "The Consequences of Gender Stereotypes for Women Candidates at Different Levels and Types of Office." *Political Research Quarterly* 46 (3): 503-525.
- Iyengar, Shanto, Mark D. Peters, and Donald Kinder. 1982. "Experimental Demonstrations of the 'Not-So-Minimal' Consequences of Television News Programs." In *Political Psychology*. edited by John T. Jost and Jim Sidanius. New York: Routledge. 139-149.
- Jordan, Christian and Mark Zanna. "How to Read a Journal Article in Social Psychology." In *Political Psychology*. edited by John T. Jost and Jim Sidanius. New York: Routledge. 467-476.
- Krosnick, Jon A., and Donald Kinder. 1990. "Altering the Foundations of Support through Priming." In *Political Psychology*. edited by John T. Jost and Jim Sidanius. New York: Routledge. 150-162.
- Kuklinski, James H., Paul J. Quirk, Jennifer Jerit, and David Schwieder, and Robert Rich. 2000. "Misinformation and the Currency of Democratic Citizenship." *Journal of Politics* 62 (3):790-816.
- Lavine, Howard. 2002. "On-line versus Memory Based Process Models of Political Evaluation." In *Political Psychology*. edited by Kristen Renwick Monroe. Mahwah, NJ: Lawrence Erlbaum Associates.
- Lodge, Milton, Marco R. Steenbergen, and Shawn Brau. 1995. "The Responsive Voter: Campaign Information and the Dynamics of Candidate Evaluation." *American Political Science Review* 89 (2): 309-326.
- Markus, George, and Michael MacKuen. 1993. "Anxiety, Enthusiasm, and the Vote: The Emotional Underpinnings of Learning and Involvement During a Presidential Campaign." In *Political Psychology*. edited by John T. Jost and Jim Sidanius. New York: Routledge. 163-176.
- Moskowitz, Gordon B., Peter M. Gollwitzer, Wolfgang Wasel, and Bernd Schaal. 1999. "Preconscious Control of Stereotype Activation Through Chronic Egalitarian Goals." *Journal of Personality and Social Psychology* 77 (1): 167-184.
- Payne, Keith B. 2001. "Prejudice and Perception: The Role of Automatic and Controlled Processes in Misperceiving a Weapon." *Journal of Personality and Social Psychology* 81 (2): 181-192.
- Quattrone, George A., and Amos Tversky. 1988. "Contrasting Rational and Psychological Analysis of Political Choice." In *Political Psychology*. edited by John T. Jost and Jim Sidanius. New York: Routledge. 244-258.
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- Taber, Charles and Milton Lodge. 2006. "Motivated Skepticism in the Evaluation of Political Beliefs." *American Journal of Political Science* 50 (3): 755-769.
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- Zaller, John, and Stanley Feldman. 1992. "A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences." *American Journal of Political Science* 36 (3): 579-617.

Statement on Student Engagement with Courses

In its mission statement, Appalachian State University aims at “providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

Academic Integrity

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: www.studentconduct.appstate.edu.

Disability Services

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at [http://www.ods.appstate.edu/](http://www.ods.appstate.edu) or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.