

# POLI 215: POLITICAL PSYCHOLOGY: AN INTRODUCTION

SPRING 2022  
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UNC CHAPEL HILL

“Life in society requires consensus as an indispensable condition. But consensus, to be productive, requires that each individual contribute independently out of his experience and insight. When consensus comes under the dominance of conformity, the social process is polluted and the individual at the same time surrenders the powers on which his functioning as a feeling and thinking being depends.”

- Solomon E. Asch

“Power is in tearing human minds to pieces and putting them together again in new shapes of your own choosing.” - George Orwell

## Meeting times:

Tuesdays and Thursdays, 5:00 PM – 6:15PM

Zoom link to lectures and office hours:

*Please note that the class will be in temporary remote instruction modus between Jan 11 – Jan 27!*

## Instructor information

Email: [pwarncke@live.unc.edu](mailto:pwarncke@live.unc.edu)

Office hours: Tuesday and Wednesday, 6:15 – 7:45 PM or after previous arrangement. Please just enter the Zoom waiting room.

## Introduction and scope

The field of political psychology is vast and rapidly growing. After decades of institution-focused scholarship, recent political upheavals have renewed scholarly interest in the spontaneous, emotional, and affective, – that is – psychological drivers of political behavior. January 6, 2022 marks the first anniversary of the attempted storming of the US capitol by hundreds of enraged protestors in an attempt to overturn the result of a free and fair election. Although similar, mass assaults on government institutions have occurred frequently in developing countries and unstable democracies, few analysts could have predicted such a direct demonstration of raw, illicit power in the heart of one of the oldest and most highly institutionalized democracies on the planet. When faced with an abrupt shift away from “politics as usual,” political psychology offers particularly valuable lessons as to when to expect the seemingly unexpected and how to explain the seemingly unexplainable.

This course will introduce some essential theories and research paradigms in political psychology. Covering several important “classics” as well as cutting edge work, we will aim to answer pressing questions at the intersection of human cognition and political action. What motivates people to vote?

Why do some people refuse to accept that their side lost? When and why do people protest? When do they participate in political violence? Where do identities, prejudice, and polarization come from? Does personality and leadership style of presidents and other important officials have any impact? This course will familiarize you with several interesting approaches to all of these questions while helping you critically understand the strengths and weaknesses of different psychological perspectives on politics.

## Textbook

You are required to obtain a (digital or physical) copy of the following textbook to successfully participate in this class:

- David Patrick Houghton: Political Psychology: Situations, Individuals, and Cases. Second Edition (2015). ISBN: 978-0-415-83365-3 (hbk) ISBN: 978-0-415-83382-0 (pbk) ISBN: 978-0-203-36262-4 (ebk)

Please double-check that you ordered the second edition (2015) of this book. I will provide electronic copies to any other required reading material via Sakai.

## Assessments & Grades

### Overview

Attendance and participation	10%
Discussion questions	30%
Discussion leadership	10%
Research design	30%
Final exam	20%

### Percentage to grade conversion

100-94%	A	73-76%	C
90-93%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	59% or below	F

### Attendance and participation (10%)

I will grade your class participation holistically at the end of the semester, considering both the frequency and the quality of your contributions. You can get midterm participation grades upon request. In any case, I am happy to discuss strategies to improve your participation in office hours or by appointment.

Questions almost always count as high-quality contributions. If you are unclear on a concept, you are very likely not the only one. Moreover, asking questions allows everyone to get the most out of

recitation. Well-argued answers/comments, that is answers/comments that include a main point and provide evidence in support of that point, count as high-quality contributions.

Please note that class attendance is required. Accumulating too many absences will reflect negatively on your grade. If you accumulate more than 4 unexcused absences, you will be removed from the course. Please let me know in advance (if possible), should you encounter technical difficulties that prevent you from participating. I'm happy to provide exceptions based on serious illness or for important religious observances. Please communicate any special circumstances in advance when possible. Finally, please consider the COVID related policies in the general university policies (appendix) and the section titled: Excused Absences. If in doubt, please email me.

### **Discussion questions (30%)**

I have subdivided the class into 4 overlapping groups. Depending on your group assignment, you will write a short (3-4 sentence), well-reasoned, discussion question or discussion statement based on a single reading for that class. In general, your question should feature a short lead-in explicating one or more arguments that the author made (E.g. "Reid and Shorp argue that the mere presence of female decision makers affects how male jurors communicate and decide in appellate court decisions.") Then, you would typically find a potential critique of that argument (E.g. "However, the authors used an insufficient sample in an inconsequential issue area.") or you could introduce a new field/ area where the authors argument may or may not hold (e.g. "How does this argument relate to decisions made by the supreme court which features female judges but is not balanced by gender (6 men to 3 women)?". Another option is to relate the present argument to one or more previous readings and point to potential contradictions or synergies. There are many more ways of writing an effective discussion question; the best questions are thought-provoking enough to engage your classmates even if they haven't done the reading in full (or in a rushed manner). In general, please refrain from simple, "yes/no", "agreement/disagreement" or pure comprehension questions (e.g. "What does the author mean with the term *communicative attribution*?").

In total, you will submit 11 discussion questions (one per week) on a pre-assigned reading. I will grade these on a scale from 0 – 2, where 0 means no discernable submission, a 1 for a partial or otherwise flawed question and a 2 for well-reasoned, complete questions that demonstrate comprehension of the material. Your deadline for each question is 4 PM on the day before class the reading was assigned to. Late submissions (accepted until the beginning of class) will be penalized by one point.

Please submit your questions to this email address: [questions.poli215.sp.2022.unc@gmail.com](mailto:questions.poli215.sp.2022.unc@gmail.com) . Questions submitted to any other email address will be disregarded.

### **Discussion leadership (10%)**

Once during this semester, you will prepare a short (5-8 min) summary presentation on a selected academic paper, followed by a leading a focused discussion on the subject matter (8-10 min). To prepare for that discussion, I expect you to read all of your peers' questions submitted for that article (these will be anonymized and emailed to you in advance). Feel free to select the best questions among them and either use them verbatim or edit for clarity and to enhance the discussion. You can also formulate your own questions but please incorporate at least comments from your peers. To get the discussion started, you may use any additional material such as a catchy and controversial quote from the paper, a couple of pictures, a (very short) video, ect. Please submit these materials to me in advance.

## **Research paper (30%)**

During class, we will cover a number of important applications of psychological theory and research methods to political issues. These include voting and political participation, political communication, protest, race and racism, nationalism, conflict, political violence, international security, and terrorism. I want you to write a short literature review summarizing the main arguments of 8-10 recent publications (peer reviewed articles and academic books) in that field. On the basis of this knowledge, I would like you to locate an important gap in current scholarly knowledge in that field and suggest (in very broad terms) a research strategy to address this gap. Your paper should aim for a length of about 2,500 words (+/- 10%) and feature an introduction and conclusion section. More details about this assignment will be communicated in class. **Deadline: April 20<sup>th</sup>.**

## **Final exam (25%)**

The final exam will take place during the first week of May and will assess your holistic understanding of the course material. Details about the format and exact dates will be posted mid-November. I aim to have an open-book, take-home final exam at the end of the semester but the final format will need to be compliant with department and university regulations. **Date: TBD (First week of May)**

## **Course Policies**

### **Mask Use**

This semester, while we continue to deal with the ongoing pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. If possible, I strongly encourage you to wear KN95, or similar filtering respirator masks. If you choose not to wear a mask, or wear it improperly (e.g. wearing it below your nose), I will ask you to leave immediately and submit a report to the Office of Student Conduct. At that point you will be unenrolled from the course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see the Carolina Together guidelines.'

### **Late work and Incompletes**

Late work will not be accepted without prior (i.e. before the assignment is distributed) permission. No incompletes will be given for assignments or the course. Exceptions will be granted only under extraordinary circumstances. COVID-related issues fall within this category. Prior arrangements should be made with the instructional team at least one week in advance. In general, just try to always keep channels of communication open.

### **Being prepared**

Please make sure that you have read and taken notes on all the assigned class readings before showing up. If time is tight, make sure that you have at least a rough understanding about the subject matter. That means if you have only 1 hour to prepare but two readings to get through, make sure to dedicate a roughly even amount of time on each (i.e. don't just skip readings). Also, please make sure to submit your weekly discussion questions on time. It is also good practice to read your peers' discussion questions (on Sakai) beforehand in preparation for class.

### **Communication and respect**

Respect and listen to your classmates. My principle aim is to make this class a safe and open environment. Part of that is respecting all questions, comments, and thoughts that other classmates

choose to share. That being said, I generally do not tolerate purposefully offensive language of any kind (i.e. derogatory, racist, sexist, homophobic, etc.) and talking over other students. Breaking this rule will, among other potential consequences, result in your removal from class for the day. Should this become a pattern, you may be removed from the course.

### **Academic honesty**

Students should become familiar with UNC's Honor Code found at <http://instrument.unc.edu> and follow its guidelines when completing all assignments. I take plagiarism quite seriously, and I will not accept any assignments that are not a student's original work. Committing plagiarism or other types of academic dishonesty will result in a failing grade for that assignment and associated consequences specified by the Honor Code guidelines.

### **Sakai page**

I heavily rely on Sakai in making administrative announcements, distributing materials, posting grades, and reviewing your discussion questions. So please visit our site regularly to stay on top of things. You can access our Sakai here: <https://sakai.unc.edu/portal/site/>

### **Excused Absences**

I will accommodate excused absences due to conditions that are beyond your control:

- Illness
- Accidents
- Major emergencies
- Religious observances (see below)
- Disability accommodations (see below)
- University Excused Absences

The University Class Attendance Policy remains in effect. You are instructed not to show up for class if they are showing potential COVID symptoms. Only students that have tested positive or who have received orders to isolate or quarantine will be issued University Approved Absences. Accommodations/adjustments for symptoms will be arranged between the instructor and the student.

**Please take note of the departmental and university-wide policies attached at the end of this syllabus. As we are still facing the consequences of the COVID-19 pandemic, several adjustments to the attendance and grading policies may be necessary to respond to the evolving situation.**

### **Students with disabilities**

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

### **Religious observances**

You may wish to take part in religious observances that occur during this semester. If you have a religious observance that conflicts with your participation in the course, please complete the Request Form available at <https://eoc.unc.edu/our-policies/religious-accommodations-policy/>, and send it to [religiousaccommodations@unc.edu](mailto:religiousaccommodations@unc.edu) for consideration. Once you receive a response, please forward it to me. I ask that you complete this process before the end of the second week of the semester.

### **Counseling and mental health services**

Higher education can be overwhelming under normal conditions, so the pandemic has only made it even more important to stay on top of your mental health. Counseling and Psychological Services (CAPS) at UNC is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

### **Additional guidelines**

When in class, please use your laptops for class-related purposes only. Minimizing distractions will help you and your classmates get the most out of the course.

**Observe deadlines.** If you have a serious reason to request a deadline extension/make-up exam, you should notify me in advance when possible.

**Communicate concerns early.** If you have any questions or concerns regarding the class, your participation, or the progress you are making towards an assignment, please talk to me. The earlier you make your concerns known, the better I will be able to (help you) address them.

Please inform me as soon as possible should any cultural or religious observances collide with any of the deadlines set for this course. I am glad to accommodate these events where possible, but I cannot excuse last minute absences or extend deadlines for events whose dates are well-known in advance.

Please expect that I will respond to your emails within 48 hours. If I have not responded within 48 hours, please send me a follow-up email. Bear in mind, however, that I will generally not respond to emails from 7pm to 8am or on the weekends.

## Weekly syllabus – Version: 08/01/2022

### Week 1: Introductions and overview. Jan 11 & 13

*Tuesday: Introductions, aims and objectives, course overview*

*Thursday: Social cognition; dispositional and situational variables; experimental manipulation*

- **Background:** Textbook chapter 2
- **Blue paper:** Heider, F., & Simmel, M. (1944). An experimental study of apparent behavior. *American Journal of Psychology*, 57, 243-259.
- **Green paper:** Snyder, M., Tanke, E. D., & Berscheid, E. (1977). Social perception and interpersonal behavior: On the self-fulfilling nature of social stereotypes. *Journal of Personality and Social Psychology*, 35, 656-666.

### Week 2: Strong situations I: Obedience and social norms. Jan 18 & 20

*Tuesday: Social norms, pressure, and (non-)conformity*

- **Background:** Textbook chapter 3
- **Blue paper:** LaPiere, R. T. (1934). Attitudes vs. Actions. *Social Forces*, 13, 230-237.
- **Green paper:** Asch, S. E. (1955). Opinions and Social Pressure. *Scientific American*, 193, 31-35.

*Thursday: Obedience research and its critics*

- **Background:** Textbook chapter 4
- **Blue paper:** Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.
- **Green paper:** Burger, J. M. (2009). Replicating Milgram: Would people still obey today? *American Psychologist*, 64(1), 1.

### Week 3: Strong situations II: Group cognition. Jan 25 & 27

*Tuesday: "Bad barrels", group conflict, and resolution*

- **Background:** Textbook chapter 5
- **Blue paper:** Sherif, M. 1956. Experiments in group conflict. *Scientific American* 195:54-58.
- **Green paper:** Gaertner, Samuel L., John F. Dovidio, Brenda S. Banker, Missy Houlette, Kelly M. Johnson, and Elizabeth a. McGlynn. 2000. "Reducing Intergroup Conflict: From Superordinate Goals to Decategorization, Recategorization, and Mutual Differentiation." *Group Dynamics: Theory, Research, and Practice* 4 (1): 98–114.

*Thursday: Groupthink*

- **Background:** Textbook chapter 6 *OR* Chirumbolo, Antonio, et al. "Motivated closed-mindedness and creativity in small groups." *Small Group Research* 36.1 (2005): 59-82.
- **Blue paper:** Forsyth, Donelson R. "Group-level resistance to health mandates during the COVID-19 pandemic: A groupthink approach." *Group Dynamics: Theory, Research, and Practice* 24.3 (2020): 139.

- **Green paper:** Reid, Rebecca, Susanne Schorpp, and Susan W. Johnson. "Trading Liberties for Security: Groupthink, Gender, and 9/11 Effects on US Appellate Decision-Making." *American Politics Research* 48.3 (2020): 402-413.

#### **Week 4: Strong selves I: Personality, heritability, and politics. Feb 01 & 03**

*Tuesday: Personality, authoritarianism, and social dominance orientation*

- **Background:** Textbook chapter 8 OR Gerber, Alan S., Gregory A. Huber, David Doherty, and Conor M. Dowling. 2011. The Big Five Personality Traits in the Political Arena. *Annual Review of Political Science* 14: 265-287.
- **Blue paper:** Aarøe, Petersen, and Arceneaux. (2017). "The Behavioral Immune System Shapes Political Intuitions: Why and How Individual Differences in Disgust Sensitivity Underlie Opposition to Immigration." *American Political Science Review* 111 (02): 277–94.
- **Green paper:** Wronski, Julie, Alexa Bankert, Karyn Amira, April A. Johnson, and Lindsey A. Levitan. 2018. A Tale of Two Democrats: How Authoritarianism Divides the Democratic Party. *Journal of Politics*, 80(4): 1384-1388.

*Thursday: The heritability debate: Nature versus nurture or nature and nurture?*

- **Background:** Textbook chapter 11
- **Blue paper:** Mutz, Diana C. "Harry Potter and the deathly Donald." *PS: Political Science & Politics* 49.4 (2016): 722-729.
- **Green paper:** Oskarsson, Sven, Christopher T. Dawes, and Karl-Oskar Lindgren. 2018. "It Runs in the Family: A Study of Political Candidacy Among Swedish Adoptees." *Political Behavior*, 40: 883-908.

#### **Week 5: Strong selves II: Socialization, social identities, and group stereotypes. Feb 08 & 10**

*Tuesday: What are social identities? The consequences of political group identification*

- **Background:** Brewer, Marilynn B. 1991. The Social Self: On Being the Same and Different at the Same Time. *Personality and Social Psychology Bulletin*. 17: 475-482. OR: Tajfel, Henri, and John Turner. 1986. The Social Identity Theory of Intergroup Behavior. In *Psychology of Intergroup Relations*, S. Worchel and W. Austin. Chicago: Nelson Hall, 7–24.
- **Blue paper:** Mason, Lilliana and Julie Wronski. 2018. One Tribe to Bind Them All: How Our Social Group Attachments Strengthen Partisanship. *Political Psychology*, 39: 257-277.
- **Green paper:** Lacombe, Matthew J. 2019. The Political Weaponization of Gun Owners: The National Rifle Association's Cultivation, Dissemination, and Use of a Group Social Identity, *The Journal of Politics*, 81(4): 1342-1356.

*Thursday: Stereotyping and group-based prejudice*

- **Background:** Fiske, Susan T., Amy J.C. Cuddy and Peter Glick. "Universal Dimensions of Social Cognition: Warmth and Competence", *Trends in Cognitive Science* 11(2): 79-83.
- **Blue paper:** Lajevardi, Nazita, and Marisa Abrajano. 2019. How Negative Sentiment Toward Muslim Americans Predicts Support for Trump in the 2016 Presidential Election. *The Journal of Politics*, 81(1): 296-302.
- **Green paper:** Ahler, Douglas J. and Gaurav Sood. 2018. The Parties in Our Heads: Misperceptions About Party Composition and Their Consequences. *The Journal of Politics*, 80(3): 964-981.



## Week 6: Strong selves III: Attitude structure and motivated reasoning. Feb 15 & 17

*Tuesday: Values, worldviews, ideologies – What's the difference and what's the point?*

- **Background:** Feldman, Stanley. 1988. Structure and Consistency in Public Opinion: The Role of Core Beliefs and Values. *American Journal of Political Science* 32: 416-440.
- **Blue paper:** Perry, Whitehead, and Grubbs (2020): Save the Economy, Liberty, and Yourself: Christian Nationalism and Americans' Views on Government COVID-19 Restrictions.
- **Green paper:** Blankenship, K. L., Wegener, D. T., & Murray, R. A. (2012). Circumventing resistance: Using values to indirectly change attitudes. *Journal of Personality and Social Psychology*, 103(4), 606.
- <https://www.washingtonpost.com/news/monkey-cage/wp/2016/03/11/its-not-just-trump-authoritarian-populism-is-rising-across-the-west-heres-why/>

*Thursday: Prior attitudes & partisan motivated reasoning*

- **Background:** Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 58, 203-210. OR Ditto, Peter H. and David F. Lopez. 1992. Motivated Skepticism: Use of Differential Decision Criteria for Preferred and Non-preferred Conclusions. *Journal of Personality and Social Psychology* 63: 568-584.
- **Blue paper:** Cohen, G. L. (2003). Party over policy: The dominating impact of group influence on political beliefs. *Journal of Personality and Social Psychology*, 85, 808-822.
- **Green paper:** Nyhan, Brendan and Jason Reifler. 2010. When Corrections Fail: The Persistence of Political Misperceptions. *Political Behavior* 32: 303–30.

## Week 7: Voting and political participation. Feb 22 & 24

*Tuesday: What drives turnout?*

- **Background:** Textbook chapter 12
- **Blue paper:** Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. "Social pressure and voter turnout: Evidence from a large-scale field experiment." *American political Science review* 102.1 (2008): 33-48.
- **Green paper:** Joshua Kalla and David Broockman. 2018. "The Minimal Persuasive Effects of Campaign Contact in General Elections: Evidence from 49 Field Experiments" *American Political Science Review* 112(1): 148-166.

*Thursday: Why do people vote the way they do?*

- **Background:** Textbook chapter 12
- **Blue paper:** Mutz, Diana C. "Status threat, not economic hardship, explains the 2016 presidential vote." *Proceedings of the National Academy of Sciences* 115.19 (2018): E4330-E4339.
- **Green paper:** Gregory Huber, Seth Hill and Gabriel Lenz. 2012. "Sources of Bias in Retrospective Decision Making: Experimental Evidence on Voters' Limitations in Controlling Incumbents" *American Political Science Review* 106(4): 720-741.

## Week 8: Political communication, framing, and persuasion. Mar 01 & Mar 03

*Tuesday: The power of framing and priming*

- **Background:** Textbook chapter 13 OR Chong, Dennis, and James N. Druckman. 2007. Framing Theory. *Annual Review of Political Science* 10: 103–26.
- **Blue paper:** Tesler, Michael. 2015. Priming Predispositions and Changing Policy Positions: An Account of When Mass Opinion is Primed or Changed. *American Journal of Political Science*, 59(4): 806-824.
- **Green paper:** Rose, Max, and Frank R. Baumgartner. 2013. Framing the Poor: Media Coverage and US Poverty Policy, 1960–2008. *Policy Studies Journal*, 41, 1: 22–53.

*Thursday: Persuasive misinformation*

- **Background:** Althaus and Largio (2004): When Osama became Saddam: Origins and Consequences of the Change in Americas Public Enemy number 1
- **Blue paper:** Chen, Emily, et al. "COVID-19 misinformation and the 2020 US presidential election." *The Harvard Kennedy School Misinformation Review* (2021).
- **Green paper:** Baekgaard, Martin, Julian Christensen, Casper Mondrup Dahlmann, Ashbørn Mathiasen, Niels Bjørn Grund Petersen. 2019. The Role of Evidence in Politics: Motivated Reasoning and Persuasion Among Politicians. *British Journal of Political Science*, 49(3): 1117-1140.

## Week 9: Political protest, peaceful and violent. Mar 08 & Mar 10

*Tuesday: Dispositional factors of protest: It depends on who you are*

- **Background:** Jost, John T., Julia Becker, Danny Osborne, and Vivienne Badaan. 2017. Missing in (Collective) Action: Ideology, System Justification, and the Motivational Antecedents of Two Types of Protest Behavior. *Current Directions in Psychological Science*, 26(2), 99-108.
- **Blue paper:** Sombatpoonsiri, Janjira, and Thammachat Kri-aksorn. "Taking Back Civic Space: Nonviolent Protests and Pushbacks against Autocratic Restrictions in Thailand." *Protest* 1.1 (2021): 80-108.
- **Green paper:** Heine, Jorge. "The Attack on the US Capitol: An American Kristallnacht." *Protest* 1.1 (2021): 126-141.

*Thursday: Situational factors of protest: It depends when and where you are and who you know*

- **Background:** Oliver, Pamela E. 1989. Bringing the Crowd Back In: The Nonorganizational Elements of Social Movements. *Research in Social Movements, Conflict and Change* 11: 1-30. **OR:** Braun, Robert, and Ruud Koopmans. "Watch the crowd: Bystander responses, trickle-down politics, and xenophobic mobilization." *Comparative Political Studies* 47.4 (2014): 631-658.
- **Blue paper:** Larson, Jennifer M., Jonathan Nagler, Jonathan Ronen, and Joshua A. Tucker. 2019. Social Networks and Protest Participation: Evidence from 130 Million Twitter Users. *American Journal of Political Science*, 63(3): 690-705.
- **Green paper:** Dieter-Opp, Karl, & Gern, C. 1993. Dissident groups, personal networks, and spontaneous cooperation: The East German Revolution of 1989. *American Sociological Review*, 58: 659-680. (\*\*)

## **Week 10: Race, racism, racial solidarity, and racial intolerance. Mar 22 & Mar 24**

### *Tuesday: Racial identity*

- **Background:** McClain, Paula D., Jessica Johnson Carew, Eugene Walton, and Candis S. Watts. 2009. "Group Membership, Group Identity, and Group Consciousness: Measures of Racial Identity in American Politics?" *Annual Review of Political Science* 12 (1) (June): 471–485.
- **Blue paper:** Banks, Antoine J., Ismail K. White, and Brian D. McKenie. 2019. Black Politics: How Anger Influences the Political Actions Blacks Pursue to Reduce Racial Inequality, *Political Behavior*, 41: 917-943.
- **Green paper:** Kuo, Malhotra, and Mo (2017): Social Exclusion and Political Identity: The Case of Asian American Partisanship

### *Thursday: Racial resentment, racial de-humanization and its consequences*

- **Background:** Textbook chapter 15 OR Enders and Scott, 2019. The Increasing Racialization of American Electoral Politics, 1988-2016. *American Politics Research*, 47(2): 275-303.
- **Blue paper:** Kteily, Nour S. and Emile Bruneau. 2017. Darker Demons of Our Nature: The Need to (Re)Focus Attention on Blatant Forms of Dehumanization. *Current Directions in Psychological Science* 26, 6: 487–494.
- **Green paper:** Eberhardt, Jennifer L., Paul G. Davies, Valerie J. Purdie-Vaughns, and Sheri Lynn Johnson. 2005/06. Looking Deathworthy: Perceived Stereotypicality of Black Defendants Predicts Capital-Sentencing Outcomes. *Psychological Science* 17, 5: 383-6.

## **Week 11: The psychology of terrorism and international security. March 29 & 31**

### *Tuesday: Political psychology of international relations*

- **Background:** Textbook chapter 17 OR: Levy, Jack S. "Prospect theory and international relations: Theoretical applications and analytical problems." *Political Psychology* (1992): 283-310.
- **Blue paper:** Tingley, D., & Tomz, M. (Forthcoming). The Effects of Naming and Shaming on Public Support for Compliance with International Agreements: An Experimental Analysis of the Paris Agreement. *International Organization*.
- **Green paper:** McDermott, Rose. "Prospect theory in international relations: The Iranian hostage rescue mission." *Political Psychology* (1992): 237-263.

### *Thursday: Political psychology of terrorism*

- **Background:** Textbook chapter 16
- **Blue paper:** Post, Jerrold M., et al. "The psychology of suicide terrorism." *Psychiatry: Interpersonal and biological processes* 72.1 (2009): 13-31.
- **Green paper:** Vasilopoulos, Pavlos, George E. Marcus, Nicholas A. Valentino, and Martial Foucault. 2019. Fear, Anger, and Voting for the Far Right: Evidence from the November 13, 2015 Paris Terror Attacks. *Political Psychology*, 40(4): 679-704.

## **Week 12: Workshopping week: Apr. 05 & 07**

### *Tuesday: Workshopping day I: Fundamentals of experimental & observational inference, questions of validity*

Thursday: Workshopping day II: Applied experimental designs for personalist, situational, and mixed research paradigms

### Week 13: Nationalism and ethnic conflict. Apr 12

Tuesday: Background, American national identity and identity conflicts

- **Background:** Textbook chapter 14
- **Blue paper:** Citrin Jack, Cara Wong, and Brian Duff. 2001. *The Meaning of American National Identity: Patterns of Ethnic Conflict and Consensus*. Edited by Richard D. Ashmore, Lee Jussim, and David Wilder. *Social Identity, Intergroup Conflict, and Conflict Reduction*. Vol. 3. New York: Oxford University Press.
- **Green paper:** Wong, Cara. "Who Belongs? Assimilation, Integration and Multiculturalism in the United States." *Nations of Immigrants*, 2nd edition. Northampton: Edward Elgar, 2009.

### Week 14: The Psychology of political leadership and leadership cults April 19 & 21

Tuesday: Leadership characteristics

- **Background:** Padilla, Art, Robert Hogan, and Robert B. Kaiser. "The toxic triangle: Destructive leaders, susceptible followers, and conducive environments." *The leadership quarterly* 18.3 (2007): 176-194. **OR** Hafner-Burton, Emilie M., D. Alex Hughes, and David G. Victor. "The cognitive revolution and the political psychology of elite decision making." *Perspectives on Politics* 11.2 (2013): 368-386.
- **Green paper:** Weinberg, James. "Who wants to be a politician? Basic human values and candidate emergence in the United Kingdom." *British Journal of Political Science* 51.4 (2021): 1565-1581.
- **Blue paper:** Van der Brug, Wouter, and Anthony Mughan. "Charisma, leader effects and support for right-wing populist parties." *Party Politics* 13.1 (2007): 29-51.

Thursday: Political leadership cults – when to expect them & what to do about them?

- **Background:** Márquez, Xavier. "The mechanisms of cult production: An overview." *Ruler personality cults from empires to nation-states and beyond: Symbolic patterns and interactional dynamics* (2020): 21-45.
- **Blue paper:** Johnson, Doyle Paul. "Dilemmas of charismatic leadership: The case of the People's Temple." *Sociological Analysis* 40.4 (1979): 315-323.
- **Green paper:** Cassidy, Julie A., and Emily D. Johnson. "Putin, Putiniana and the question of a post-Soviet cult of personality." *Slavonic and East European Review* (2010): 681-707.

### Week 15: Summary, Q & A, outlook. Apr. 26

Tuesday: Summary session. If regulations permit, there will be cake.

