

Political Science 850 | Core Seminar in Psychology, Biology, and Politics

University of Nebraska-Lincoln

Spring Semester 2022

Wednesdays 2:00-4:50pm | Oldfather Hall 538

Instructor:	Dr. Ingrid Haas (Dr. Haas or Professor Haas; she/her)
Email:	ihaas2@unl.edu
Website:	http://polisci.unl.edu/ingrid-haas
Student office hours:	Tuesday/Thursday 2-4pm on Zoom/phone (schedule an appointment at https://calendly.com/ingridjhaas/pols-850-office-hours)

COURSE DESCRIPTION AND GOALS

Course Description

This graduate-level core seminar course will examine classic and contemporary research on political behavior from an interdisciplinary perspective, drawing primarily on literatures in political psychology, biopolitics, and political neuroscience. We will consider the implications of human psychology, biology, genetics, physiology, neuroscience, and evolution for understanding political attitudes, beliefs, ideology, identity, and behavior. We'll focus on understanding individual political decision making, as well as how political behavior is influenced by social identity and broader social context.

Course Format

The format of the course will be weekly discussion sessions of assigned readings with occasional short introductory lectures. Readings are assigned for each class meeting, and are to be read *prior* to the class with which they are associated. All readings will be made available on Canvas at least one week prior to class. Course requirements are intended to facilitate discussion and integration of the reading material. This includes weekly reaction papers (due the Monday before class) and peer reviews of reaction papers (due Tuesday).

This course is scheduled to meet in person. Students should *not* attend in person classes if sick/symptomatic or advised to quarantine/isolate due to COVID exposure or positive test (see Attendance Policy in Course Policies). Given the unique circumstances surrounding the pandemic you should feel free to reach out to me if you are having trouble sticking to the weekly schedule. In addition to class meetings, I plan to be available through Canvas, email, and virtual student office hours (see above for details). Any changes to course format due to changing COVID guidelines, illness, childcare (or lack thereof), etc., will be announced through Canvas.

You are encouraged to take advantage of (free) COVID testing opportunities on campus through the Safer Community app (<https://covid19.unl.edu/about-our-testing>), consider joining the Voluntary COVID-19 Vaccine Registry (<https://covid19.unl.edu/voluntary-covid-19-vaccine-registry>), and explore opportunities for vaccination (<https://covid19.unl.edu/vaccination-information>). All positive tests should be reported to the university for contact tracing (see <https://covid19.unl.edu/positive-test-reporting>). You should follow UNL recommended guidelines for quarantine if exposed to COVID (<https://covid19.unl.edu/quarantine-information>) and/or isolation if you test positive (<https://covid19.unl.edu/isolation-guide-students>).

REQUIRED MATERIALS

Textbook

Huddy, L., Sears, D.O., & Levy, J. S. (Eds). (2013). *The Oxford Handbook of Political Psychology* (2nd ed.). Oxford University Press: New York, NY.

Electronic textbooks (e-textbooks) for the course will be made available through the UNL Library Course Reserves when possible.

Additional readings will be available on Canvas.

Technical Requirements

UNL email account (@huskers.unl.edu)
Canvas (recommended browsers are Firefox or Google Chrome)
Zoom (<http://unl.zoom.us>)
Word processor (e.g., Microsoft Word, Pages)
PDF reader (e.g., Adobe, Preview)
Personal computer (desktop or laptop)
High-speed Internet connection (recommended)
Webcam (recommended)

For more information on technology resources available to UNL students, check out UNL IT resources: <https://its.unl.edu/>. You can also contact them at support@nebraska.edu with problems/questions regarding any UNL-supported software (this includes UNL email, Canvas, Zoom).

ASSESSMENT AND GRADING

Assessments

Weekly Reaction Papers and Peer Review (~36%). Weekly reaction papers will be due before 11:59pm CST on the Monday preceding each class session. These papers should be ~2 pages (double spaced), focus on that week's readings, and be submitted through Canvas Discussions (so they are visible to your classmates). Reaction papers should include at least two questions for class discussion. These questions should not be superficial, but genuinely thoughtful and intriguing questions about ideas, methods, results, or implications of the theory and/or empirical findings presented in the readings. Students will also complete peer reviews of 2 reaction papers each week, due the Tuesday before class. These peer reviews can be brief (1-2 paragraphs) and should comment on anything you found interesting in the response, as well as suggestions for improvement. There are 9 opportunities to submit reaction papers and 8 will be graded, so it's fine to miss 1 submission (or submit all 9 and Canvas will drop the lowest score).

Attendance and Participation (~18%). Each student will be expected to attend weekly class meetings and participate in discussion of the readings. Excused absences (see attendance policy) will not have any negative impact on your course grade.

Final Presentation (9%). At the end of the semester (weeks 14 and 15), students will give final presentations focused on the contents of their final research papers. These presentations will be ~15-20 minutes in length, using visual aids (e.g., PowerPoint), and delivered during our class meetings during those weeks.

Final Research Paper (~36%). A final research paper will be due on Tuesday, May 10, before 11:59pm CST and must be submitted electronically through Canvas. The paper will be a review of some specific topic or research issue, grounded in and directly tied to (at least) one of the topics and associated references in the supplemental bibliography for this course. Following a conceptual review of previous research on the selected topic, the paper should present a proposal for future research addressing some specific research question and hypothesis arising from the literature review (specifying the research question and purpose of the study, followed by research design and general method). The final paper must be unique to this course (e.g., you cannot re-use a paper submitted in a previous course, either at UNL or a different institution). During week 13 (4/13), each student should meet with the course instructor to present and discuss their proposed paper topic. The papers should be approximately 12-15 pages in length (excluding references) and should be 12-point font, double-spaced, with 1 inch margins, in APA format. Additional guidelines for the paper will be available on Canvas.

Grades

Final grades for this course will be calculated based on a possible 550 points and using the distribution and percentages below. I don't round up or assign extra points at the end of the semester, so it is your responsibility to earn your desired grade. If you have any questions or concerns about your grade, you should always feel free to talk to me--the earlier in the semester the better! Final grades will be curved up for everyone in the class *only* if the overall class average is below a B- (< 80%). I will use Canvas throughout the semester to post grades so that you can keep track of your progress, and you can also calculate your grade using the point distribution below. Incompletes will be given only under extreme circumstances, and at the sole discretion of the instructor.

Weekly Reaction Papers	200
Attendance and Participation	100
Final Presentation	50
Final Research Paper	200

Total	550

A+ = 97-100%

A = 93-96.9%

A- = 90-92.9%

B+ = 87-89.9%

B = 83-86.9%

B- = 80-82.9%

C+ = 77-79.9%

C = 73-76.9%

C- = 70-72.9%

D+ = 67-69.9%

D = 63-66.9%

D- = 60-62.9%

F = < 59.9%

COURSE POLICIES

Instructional Continuity

If in-person classes are canceled, you will be notified of the instructional continuity plan for this class through Canvas.

Attendance and Engagement

Students are expected to attend all classes and engage with the course on a regular basis. Absences will be excused for illness, injury, hospitalization, military orders, university-sponsored activities, religious observation, and/or personal tragedy. Students should notify the instructor in advance of the absence (when possible), and students are responsible for material and content covered in the missed class(es).

Students who are sick or who are engaging in self-quarantine in accordance with guidance from the Lincoln-Lancaster County Health Department or their health care professional should not physically attend in-person classes. They must notify the instructor of their absence and must still meet the stated engagement expectations of the course, and they must adhere to the usual codes of conduct and rules of academic integrity that remain in place.

You are encouraged to take advantage of (free) COVID testing opportunities on campus through the Safer Community app (<https://covid19.unl.edu/about-our-testing>) consider joining the Voluntary COVID-19 Vaccine Registry (<https://covid19.unl.edu/voluntary-covid-19-vaccine-registry>), and explore opportunities for vaccination (<https://covid19.unl.edu/vaccination-information>). All positive tests should be reported to the university for contact tracing (see <https://covid19.unl.edu/positive-test-reporting>). You should follow UNL recommended guidelines for quarantine if exposed to COVID (<https://covid19.unl.edu/quarantine-information>) and/or isolation if you test positive (<https://covid19.unl.edu/isolation-guide-students>).

Deadlines and Completion of Coursework

Regular engagement in the course is expected. In general, I do not accept late assignments without a valid excuse. Should you miss any assignment without approval from me, you will receive a zero grade for that exercise. That said, an exception may be granted to a student who contacts the instructor prior to the assignment due date to request an extension. If you foresee being unable to turn in a paper on the assigned dates, please contact me through Canvas or email and I will work with you. I realize these are complicated times and students may be dealing with additional constraints on their time and resources, in addition to health concerns, so I would just encourage you to reach out to me if you find you are having trouble keeping up with the course for whatever reason. Your health and safety (and that of the surrounding community) should be the top priority in the midst of a pandemic.

Communication

I will communicate with students through Canvas, so please make sure that you check Canvas on a regular basis and set up your Canvas notifications to receive emails about any course announcements

or updates. You should plan to use your official @huskers.unl.edu email address for class. In general, I will plan to send weekly announcements on Monday mornings, so as not to flood your inbox with updates. But, you should feel free to contact me anytime with questions. The best way to contact me is by sending a message through Canvas, or email me directly with “POLS 850” in the subject line. I will do my best to respond to emails within 24 hours Monday-Friday. You are also welcome to stop by my Student Office Hours on Zoom/phone (make an appointment at <https://calendly.com/ingridjhaas/pols-850-office-hours>) or email me with your availability to meet if my regular meeting times (TR 2-4pm) don't work for you.

Plagiarism-Checking Software

Writing assignments in this course will be submitted online through Canvas and run through plagiarism-checking software (Turnitin). This software compares your work against previous papers and Internet sources to detect text copied from other authors. Further information about Turnitin can be found at <https://its.unl.edu/services/turnitin/> or www.turnitin.com.

UNIVERSITY POLICIES AND RESOURCES

All students at the University of Nebraska-Lincoln should be aware of the following university-wide course policies and resources (see <https://go.unl.edu/coursepolicies>):

- **Attendance Policy**
- **Academic Honesty Policy**
- **Services for Students with Disabilities**
- **Mental Health and Well-Being Resources**
- **Final Exam Schedule (15th Week Policy)**
- **Emergency Procedures (On Campus)**
- **Diversity & Inclusiveness**
- **Title IX Policy**

Academic Flexibility for COVID-19

Students who have medical documentation of a health risk that cannot be mitigated through vaccination should submit a [COVID-19 Academic Flexibility Request](#). Those with a disability and/or chronic health condition that makes them high risk for the virus should seek support via [Services for Students with Disabilities](#). International students should contact the [International Student and Scholar Office](#) to discuss their options.

Writing Center (<https://www.unl.edu/writing/home>)

The Writing Center can provide you with meaningful support as you write for this class as well as every course in which you enroll. Trained undergraduate and graduate peer consultants are available to talk with you about all forms of communication. You are welcome to bring in everything from lab reports, presentations, and research papers to cover letters, application essays, and graduate theses and dissertations. Writing Center Consultants can work with you at any stage of the writing process, from brainstorming and organizing your ideas through polishing a final draft.

In 2021-22, there are three ways you can connect with a Consultant: Online (a real-time, video conversation), eTutoring (email feedback), and in person. To learn more about online options and view video tutorials, visit <https://www.unl.edu/writing/online-writing-center-services>. For information about the Writing Center's COVID-19 policies, visit <https://www.unl.edu/writing/covid-19-policies>.

Sign up for an appointment any time by visiting unl.mywconline.com. For other information about the Writing Center, please visit unl.edu/writing.

Recording of Class-Related Activity

I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator, and is not to be shared outside the context of this course.

Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

Trespass Policy (Regents' Policy 6.4.7)

The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.

POLS 850: Core Seminar in Psychology, Biology, and Politics (Tentative) Course Schedule and Reading List

Overview

Week 1 (1/19): Course Introduction

Week 2 (1/26): Political Cognition and Decision Making

Week 3 (2/2): Political Attitudes

Week 4 (2/9): Emotion and Politics

Week 5 (2/16): NO CLASS (SPSP Conference)

Week 6 (2/23): Political Ideology and Individual Differences

Week 7 (3/2): Political Identity and Social Influence

Week 8 (3/9): Prejudice, Discrimination, and Intergroup Conflict

Week 9 (3/16): NO CLASS (Spring Break)

Week 10 (3/23): International Relations

Week 11 (3/30): Evolution, Genetics, and Biopolitics

Week 12 (4/6): Political Neuroscience

Week 13 (4/13): Research Proposal Consultations (no class meeting)

Week 14 (4/20): Research Presentations

Week 15 (4/27): Research Presentations

Week 16 (5/4): NO CLASS (SANS Conference)

Final Papers due: Tuesday, May 10, 11:59pm CST

Note: In the schedule below, OHPP = Huddy, L., Sears, D.O., & Levy, J. S. (Eds). (2013). *The Oxford Handbook of Political Psychology* (2nd ed.). Oxford University Press: New York, NY.

Week 1 (1/19): Course Introduction

Introduction to Political Psychology

OHPP Ch. 1: Theoretical Foundations of Political Psychology (Huddy, Sears, & Levy)

McGuire, W. J. (1993). The poly-psy relationship: Three phases of a long affair. In S. Iyengar & W. J. McGuire (Eds.), *Explorations in Political Psychology* (pp. 9-35). Duke University Press.

Krosnick, J. A., & McGraw, K. M. (2002). Psychological political science versus political psychology true to its name: A plea for balance (pp. 79-94). In K. R. Monroe (Ed.), *Political psychology*. Erlbaum.

Background Reading in Experimental Design

Selltiz, C., Wrightsman, L. S., & Cook, S. W. (1976). Selecting a topic for research. In *Research Methods in Social Relations* (3rd ed., pp. 50-70). New York: Holt, Rinehart, & Winston.

Shadish, W., Cook, T., & Campbell, D.T. (2001). Experiments and generalized causal inference (pp. 1-17) in *Experimental and quasi-experimental designs*. Boston: Houghton Mifflin.

Shadish, W., Cook, T., & Campbell, D.T. (2001). Statistical conclusion validity and internal validity (pp. 33-63) in *Experimental and quasi-experimental designs*. Boston: Houghton Mifflin.

Shadish, W., Cook, T., & Campbell, D.T. (2001). Construct validity and external validity (pp. 64-82). In *Experimental and Quasi-experimental Designs*. Boston: Houghton Mifflin Company.

Optional, but recommended:

Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R.F. Baumeister (Ed.). *The Self in Social Psychology: Essential Readings* (pp. 461-470). Philadelphia: Psychology Press.

Wilson, T. D., Aronson, E., & Carlsmith, K. (2010). The art of laboratory experimentation. In. S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology*. (5th ed., Vol. 1, pp. 51-81). Hoboken, NJ: John Wiley & Sons.

Week 2 (1/26): Political Cognition and Decision Making

OHPP Ch. 5: Behavioral Decision Making (Redlawsk & Lau)

OHPP Ch. 17: Political Information Processing (Taber & Young)

Quattrone, G. A., & Tversky, A. (1988). Contrasting rational and psychological analyses of political choice. *American Political Science Review*, 82, 719-736.

Zaller, J., & Feldman, S. (1992). A simple theory of the survey response: Answering questions versus revealing preferences. *American Journal of Political Science*, 36, 579-616.

Lodge, M., Steenbergen, M., & Brau, S. (1995). The responsive voter: Campaign information and the dynamics of candidate evaluation. *American Political Science Review*, 89, 309-326.

McGraw, K. M. (2000). Contributions of the cognitive approach to political psychology. *Political Psychology*, 21, 805-832.

Lau, R. R. and Redlawsk, D. (2001). Advantages and disadvantages of cognitive heuristics in political decision-making. *American Journal of Political Science*, 45, 951-971.

Mercer, J. (2005). Prospect theory and political science. *Annual Review of Political Science*, 8, 1-21.

Todorov, A., Mandisodza, A. N., Goren, A., & Hall, C. C. (2005). Inferences of competence from faces predict election outcomes. *Science*, 308, 1623-1626.

Week 3 (2/2): Political Attitudes

- Zanna, M. P., & Rempel, J. K. (1988). Attitudes: A new look at an old concept. In D. Bar-Tal & A. W. Kruglanski (Eds.), *The social psychology of knowledge* (pp. 315-334). New York: Cambridge University Press.
- Ajzen, I., & Fishbein, M. (2005). The influence of attitudes on behavior. In D. Albarracin, B. Johnson, & M. Zanna (Eds.), *The handbook of attitudes* (pp. 173-221). Mahwah, NJ: Erlbaum.
- Zaller, J. R. (1992). *The nature and origins of mass opinion*. Cambridge University Press. [Chapters 3, 7, 8]
- Schwarz, N. (1999). Self-Reports: How the questions shape the answers. *American Psychologist*, 54, 93-105.
- Fazio, R. H., Williams, C. J., & Powell, M. C. (2000). Measuring associative strength: Category-item associations and their activation from memory. *Political Psychology*, 21(1), 7-25.
- Taber, C. S., & Lodge, M. (2006). Motivated skepticism in the evaluation of political beliefs. *American Journal of Political Science*, 50(3), 755-769.
- Fazio, R. H. (2007). Attitudes as object-evaluation associations of varying strength. *Social Cognition*, 25, 603-637.
- Flynn, D. J., Nyhan, B., & Reifler, J. (2017). The nature and origins of misperceptions: Understanding false and unsupported beliefs about politics. *Advances in Political Psychology*, 38, 127-150.

Week 4 (2/9): Emotion and Politics

OHPP Ch. 6: Emotion and Political Psychology (Brader & Marcus)

- Marcus, G. E., & MacKuen, M. B. (1993). Anxiety, enthusiasm and the vote: The emotional underpinnings of learning and involvement during presidential campaigns. *American Political Science Review*, 87, 672-685.
- Brader, T. (2005). Striking a responsive chord: How political ads motivate and persuade voters by appealing to emotions. *American Journal of Political Science*, 49, 388-405.
- Lodge, M., & Taber, C. S. (2005). The automaticity of affect for political leaders, groups, and issues: An experimental test of the hot cognition hypothesis. *Political Psychology*, 26, 455-482.
- MacKuen, M., Wolak, J., Keele, L., & Marcus, G. E. (2010). Civic engagements: Resolute partisanship or reflective deliberation. *American Journal of Political Science*, 54, 440-458.
- Clifford, S., & Jerit, J. (2018). Disgust, anxiety, and political learning in the face of threat. *American Journal of Political Science*, 62, 266-279.

Suhay, E., & Erisen, C. (2018). The role of anger in the biased assimilation of political information. *Political Psychology*, 39, 793-810.

Phoenix, D. L. (2020). Black hope floats: Racial emotion regulation and the uniquely motivating effects of hope on black political participation. *Journal of Social and Political Psychology*, 8(2), 662-685.

Week 5 (2/16): NO CLASS (SPSP Conference)

Week 6 (2/23): Political Ideology and Individual Differences

Political Ideology

OHPP Ch. 19: Political Ideology (Feldman)

Jost, J. T. (2006). The end of the end of ideology. *American Psychologist*, 61, 651-70.

Graham, J., Haidt, J., & Nosek, B.A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Personality Processes and Individual Differences*, 96, 1029-46.

Hibbing, J. R., Smith, K. B., & Alford, J. R. (2014). Differences in negativity bias underlie variations in political ideology. *Behavioral and Brain Sciences*, 37(3), 297-307.

Individual Differences

OHPP Ch. 2: Personality Approaches to Political Behavior (Caprara & Vecchione)

Jost, J., Banaji, M., & Nosek, B. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political Psychology*, 25, 881-919.

Gerber, A. S., Huber, G. A., Doherty, D., Dowling, C. M., & Ha, S. E. (2010). Personality and political attitudes: relationships across issue domains and political contexts. *American Political Science Review*, 104, 111-33.

Schwartz, S., Caprara, G. V., & Vecchione, M. (2010). Basic personal values, core political values, and voting: A longitudinal analysis. *Political Psychology*, 31, 421-52.

(Optional) Additional Reading:

Brown, R. (1965). The authoritarian personality and the organization of attitudes. (pp. 477-548). In *Social psychology*. The Free Press.

Carney, D. R., Jost, J. T., Gosling, S. D., & Potter, J. (2008). The secret lives of liberals and conservatives: personality profiles, interaction styles, and the things they leave behind. *Political Psychology*, 29, 807-40.

Conover, P. J., & Feldman, S. (1981). The origins and meanings of liberal/conservative self-identifications. *American Journal of Political Science*, 25, 617-645.

Dodd, M. D., Smith, K. B., & Hibbing, J. R. (2011). The politics of attention: Gaze cuing effects are moderated by political temperament. *Attention, Perception, and Psychophysics*, 73, 24-29.

- Feldman, S., & Stenner, K. (1997). Perceived threat and authoritarianism. *Political Psychology*, 18, 741-770.
- Jost, J. T., Glaser, J., Kruglanski, A.W., & Sulloway, F. (2003). Political conservatism as motivated social cognition. *Psychological Bulletin*, 129, 339-75.
- Mills, M., Smith, K. B., Hibbing, J. R., & Dodd, M. D. (2014). The politics of the face in the crowd. *Journal of Experimental Psychology General*, 143, 1199-1213.
- Mills, M., et al. (2016). Political conservatism predicts asymmetries in emotional scene memory. *Behavioural Brain Research*, 306, 84-90.
- Mondak, J.J., Hibbing, M.V., Canache, D., Seligson, M.A., & Anderson, M.R. (2008). Personality and civic engagement. *American Political Science Review*, 104, 85-110.
- Shook, N. J., & Fazio, R. H. (2009). Political ideology, exploration of novel stimuli, and attitude formation. *Journal of Experimental Social Psychology*, 45, 995-98.

Week 7 (3/2): Political Identity and Social Influence

Political Identity

OHPP Ch. 23: From Group Identity to Political Cohesion and Commitment (Huddy)

Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. Austin (Eds.), *Psychology of Intergroup Relations* (pp. 7-24). Chicago: Nelson.

Brewer, M. B. (2001). The many faces of social identity: Implications for political psychology. *Political Psychology*, 22, 115-125.

Feinberg, M., Tullett, A. M., Mensch, Z., Hart, W., & Gottlieb, S. (2017). The political reference point: How geography shapes political identity. *PLoS One*, 12(2), e0171497.

Mason, L., & Wronski, J. (2018). One tribe to bind them all: how our social group attachments strengthen partisanship. *Advances in Political Psychology*, 39, 257-277.

Social Influence

OHPP Ch. 21: Networks, Interdependence, and Social Influence in Politics (Huckfeldt et al.)

Milgram, S. (1974). *Obedience to authority: An experimental view*. Harper & Row. (pp. 1-42; 123-164)

Kelman, H. C., & Hamilton, V. L. (1989). *Crimes of obedience: Towards a social psychology of authority and responsibility*. Yale University Press. (pp.1-22; 46-52; 195-235)

Tyler, T. R. (2006). Psychological perspectives on legitimacy and legitimation. *Annual Review of Psychology*, 57, 375-400.

Week 8 (3/9): Prejudice, Discrimination, and Intergroup Conflict

OHPP Ch. 25: Prejudice and Politics (Kinder)

OHPP Ch. 27: Discrimination: Conditions, Consequences, and “Cures” (Al Ramiah & Hewstone)

OHPP Ch. 28: The Psychology of Intractable Conflicts: Eruption, Escalation, and Peacemaking (Bar-Tal & Halperin)

Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.

Sidanius, J., Pratto, F., van Laar, C., & Levin, S. (2004). Social Dominance Theory: Its agenda and method. *Political Psychology*, 25, pp. 845-880.

Feldman, S., & Huddy, L. (2005). Racial resentment and white opposition to race-conscious programs: Principles or prejudice. *American Journal of Political Science*, 49, 168-183.

Halperin, E., Canetti-Nisim, D., & Hirsch-Hoefler, S. (2009). The central role of group-based hatred as an emotional antecedent of political intolerance: Evidence from Israel. *Political Psychology*, 30, 93-123.

Pettigrew, T. F., Tropp, L. R., Wagner, U., & Christ, O. (2011). Recent advances in Intergroup Contact Theory. *International Journal of Intercultural Relations*, 35, 271-280.

Brandt, M. J., Reyna, C., Chambers, J. R., Crawford, J. T., & Wetherell, G. (2014). The Ideological-Conflict Hypothesis: Intolerance among both liberals and conservatives. *Current Directions in Psychological Science*, 23(1), 27-34.

(Optional) Additional Reading:

Gaertner, S. L., Rust, M. C., Dovidio, J. F., Bachman, B. A., & Anastasio, P. A. (1994). The Contact Hypothesis: The role of a common ingroup identity on reducing intergroup bias. *Small Group Research*, 25(2), 224-249.

Fazio, R. H., Jackson, J. R., Dunton, B. C., & Williams, C. J. (1995). Variability in automatic activation as an unobtrusive measure of racial attitudes: A bona fide pipeline? *Journal of Personality and Social Psychology*, 69, 1013-1027.

Henry, P. J., & Sears, D. O. (2002). The Symbolic Racism 2000 Scale. *Political Psychology*, 23, 253-283.

Week 9 (3/16): NO CLASS (Spring Break)

Week 10 (3/23): International Relations

OHPP Ch. 10: Psychology and Foreign Policy Decision-Making (Levy)

OHPP Ch. 11: Perceptions and Image Theory in International Relations (Herrmann)

OHPP Ch. 16: Conflict Analysis and Resolution (Fhser, Kelman, & Nan)

Goldgeier, J. M., & Tetlock, P. E. (2001). Psychology and international relations. *Annual Review of Political Science*, 4, 67-92.

Alexander, M., Levin, S., & Henry, P. J. (2005). Image theory, social identity, and social dominance: structural characteristics and individual motives underlying international images. *Political Psychology*, 26(1), 27-45.

Mercer, J. (2005). Rationality and psychology in international politics. *International Organization*, 59(1), 39-75.

Roccas, S., Klar, Y., & Liviatan, I. (2006). The paradox of group-based guilt: Modes of national identification, conflict vehemence, and reactions to the in-group's moral violations. *Journal of Personality and Social Psychology*, 91(4), 698-711.

Kertzer, J. D., & Tingley, D. (2018). Political psychology in international relations: Beyond the paradigms. *Annual Review of Political Science*, 21, 319-339.

Kertzer, J. D., Rathbun, B. C., & Rathbun, N. S. (2019). The price of peace: Motivated reasoning and costly signaling in international relations. *International Organization*, 74(1), 95-118.

(Optional) Additional Reading:

OHPP Ch. 12: Threat Perception in International Relations (Stein)

OHPP Ch. 14: Personality Profiles of Political Elites (Winter)

Brewer, P. R., Gross, K., Aday, S., & Willnat, L. (2004). International trust and public opinion about world affairs. *American Journal of Political Science*, 48(1), 93-109.

Csergo, Z., & Goldgeier, J. M. (2004). Nationalist strategies and European integration. *Perspectives on Politics*, 2(1), 21-37.

Gibson, J. L. (2006). Do strong group identities fuel intolerance? Evidence from the South African case. *Political Psychology*, 27(5), 665-705.

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Kertzer, J. D., & Renshon, J. (2022). Experiments and surveys on political elites. *Annual Review of Political Science*, 25, 1-26.

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Varshney, A. (2001). Ethnic conflict and civil society. *World Politics*, 53(3), 362-398

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Week 11 (3/30): Evolution, Genetics, and Biopolitics

Evolution

OHPP Ch. 7: Toward an Evolutionarily Informed Political Psychology (Sidanius & Kurzban)

Hatemi, P. K., & McDermott, R. (2011). Evolution as a theory for political behavior. In P. K. Hatemi & R. McDermott (Eds.), *Man is by Nature a Political Animal* (pp. 13-46). University of Chicago Press: Chicago, IL.

Alford, J. R., & Hibbing, J. R. (2004). The origin of politics: An evolutionary theory of political behavior. *Perspectives on Politics*, 2, 707-723.

Genetics

OHPP Ch. 8: Genetic Foundations of Political Behavior

Boardman, J. D. (2011). Gene-environment interplay for the study of political behaviors. In P. K. Hatemi & R. McDermott (Eds.), *Man is by Nature a Political Animal* (pp. 185-206). University of Chicago Press: Chicago, IL.

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Charney, E. (2008). Genes and ideologies. *Perspectives on Politics*, 6(2), 299-320.

Biopolitics

Smith, K. B., & Hibbing, J. R. (2011). The mind-body connection: Psychophysiology as an approach to studying political attitudes and behaviors. In P. K. Hatemi & R. McDermott (Eds.), *Man is by Nature a Political Animal* (pp. 224-246). University of Chicago Press: Chicago, IL.

Oxley, D. R., Smith, K. B., Alford, J. R., Hibbing, M. V., Miller, J. L., Scalora, M., Hatemi, P. K., & Hibbing, J. R. (2008). Political attitudes vary with physiological traits. *Science*, 321, 1667-1670.

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(Optional) Additional Reading:

Aaroe, L., Petersen, M. B., & Arceneaux, K. (2017). The behavioral immune system shapes intuitions: Opposition to immigration. *American Political Science Review*, 111(2), 277-294.

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- Cesarini, D., Johannesson, M., & Oskarsson, S. (2014). Pre-birth factors, post-birth factors, and voting: Evidence from Swedish adoption data. *American Political Science Review*, 108(1), 71-87.
- Charney, E., & English, W. (2012). Genes and political behavior. *American Political Science Review*, 106, 1-34.
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- Nettle, D. (2006). The evolution of personality variation in humans and other animals. *American Psychologist*, 61(6), 623-631.
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- Ganna, A., et al. (2019). Large-scale GWAS reveals insights into the genetic architecture of same-sex behavior. *Science*, 365, eaat7693.
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- Settle, Jamie E., Christopher T. Dawes, Nicholas A. Christakis, and James H. Fowler. 2010. "Friendships Moderate an Association between a Dopamine Gene Variant and Political Ideology." *Journal of Politics* 72 (4): 1189-98.
- Smith, Kevin B., Douglas R. Oxley, Matthew V. Hibbing, John R. Alford, and John R. Hibbing. 2011. "Disgust Sensitivity and the Neurophysiology of Left-Right Political Orientations." *PLoS One* 6 (10): e25552.

- Smith, Kevin B., John R. Alford, Peter K. Hatemi, Carolyn L. Funk, and John R. Hibbing. 2012. "Biology, Ideology, and Epistemology: How Do We Know Political Attitudes are Inherited?" *American Journal of Political Science* 56: 17-33.
- Soroka, Stuart, Patrick Fournier, and Lilach Nir. 2019. "Cross-National Evidence of a Negativity Bias in Psychophysiological Reactions to News." *Proceedings of the National Academy of Sciences* 116 (38): 18888-18892.
- Stanton, S.J., K.S. Labar, E.K. Saini, C.M. Kuhn, and J.C. Becker. 2010. "Stressful Politics: Voters Cortisol Responses to the Outcome of the 2008 U.S. Presidential Election." *Psychoneuroendocrinology* 35 (5): 768-74.
- Tooby, John, and Leda Cosmides. 1990. "On the Universality of Human Nature and the Uniqueness of the Individual." *Journal of Personality* 58: 17-67. [Skim.]
- Waismel-Manor, Israel S., Gal Ifergane, and Hagit Cohen. 2011. "When Endocrinology and Democracy Collide: Emotions, Cortisol, and Voting at National Elections." *European Neuropsychopharmacology* 21: 789-95.
- Weber, Jess N., Brant K. Peterson, and Hopi E. Hoekstra. 2013. "Discrete Genetic Modules are Responsible for Complex Burrow Evolution in *Peromyscus* Mice." *Nature* 493 (17 January 2013): 402-06.

Week 12 (4/6): Political Neuroscience

- Haas, I. J. (2016). Political neuroscience. In J. R. Absher & J. Cloutier (Eds.), *Neuroimaging Personality, Social Cognition, and Character: Traits and Mental States in the Brain* (pp. 355-370). Cambridge, MA: Academic Press.
- Berkman, E. T., Cunningham, W. A., & Lieberman, M. D. (2014). Research methods in social and affective neuroscience. In H. T. Reis & C. M. Judd (Eds.), *Handbook of Research Methods in Personality and Social Psychology* (2nd ed., pp. 123-158). New York, NY: Cambridge University Press.
- Westen, D., Blagov, P. S., Harenski, K., Kilts, C., & Hamann, S. (2006). Neural bases of motivated reasoning: An fMRI study of emotional constraints on partisan political judgment in the 2004 U.S. presidential election. *Journal of Cognitive Neuroscience*, 18, 1947-1958.
- Cunningham, W. A., & Zelazo, P. D. (2007). Attitudes and evaluations: A social cognitive neuroscience perspective. *Trends in Cognitive Sciences*, 11, 97-104.
- Gozzi, M., Zamboni, G., Krueger, F., & Grafman, J. (2010). Interest in politics modulates neural activity in the amygdala and ventral striatum. *Hum Brain Mapping*, 31(11), 1763-1771.
- Schreiber, D., Fonzo, G., Simmons, A. N., Dawes, C. T., Flagan, T., Fowler, J. H., & Paulus, M. P. (2013). Red brain, blue brain: evaluative processes differ in Democrats and Republicans. *PLoS One*, 8(2), e52970.
- Tusche, A., Kahnt, T., Wisniewski, D., & Haynes, J. D. (2013). Automatic processing of political preferences in the human brain. *NeuroImage*, 72, 174-182.

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(Optional) Additional Reading:

Berkman, E.T. & Falk, E.B. (2013). Beyond brain mapping: Using the brain to predict real-world outcomes. *Current Directions in Psychological Science*, 22, 45-50.

Cunningham, W. A., Zelazo, P. D., Packer, D. J., & Van Bavel, J. J. (2007). The Iterative Reprocessing Model: A multilevel framework for attitudes and evaluation. *Social Cognition*, 25, 736-760.

Haas, I. J., Baker, M. N., & Gonzalez, F. J. (2017). Who can deviate from the party line? Political ideology moderates evaluation of incongruent policy positions in insula and anterior cingulate cortex. *Social Justice Research*, 30(4), 355-380.

Haas, I. J., Warren, C., & Lauf, S. L. (2020). Political neuroscience: Understanding how the brain makes political decisions. In D. Redlawsk (Ed.), *The Oxford Encyclopedia of Political Decision Making*. New York: Oxford University Press.

Rule, N. O., Freeman, J. B., Moran, J. M., Gabrieli, J. D., Adams, R. B., Jr., & Ambady, N. (2010). Voting behavior is reflected in amygdala response across cultures. *Social Cognitive and Affective Neuroscience*, 5(2-3), 349-355. doi: 10.1093/scan/nsp046

Spezio, M. L., Rangel, A., Alvarez, R. M., O'Doherty, J. P., Mattes, K., Todorov, A., et al. (2008). A neural basis for the effect of candidate appearance on election outcomes. *Social Cognitive and Affective Neuroscience*, 3(4), 344-352.

Week 13 (4/13): Research Proposal Consultations (no class meeting)

Sign up for an appointment during class time (2-5pm) on 4/13 via Calendly:
<https://calendly.com/ingridjhaas/pols-850-office-hours>

Week 14 (4/20): Research Presentations

Week 15 (4/27): Research Presentations

Week 16 (5/4): NO CLASS (SANS Conference)

Final Papers due: Tuesday, May 10, 11:59pm CST
