

**Political Science 950 | Psychology of Political Attitudes**  
 (Research Seminar in Biology, Psychology, and Politics)  
 University of Nebraska-Lincoln  
 Spring Semester 2026  
 Tuesdays 1:30-4:20pm | 538 Oldfather Hall

<b>Instructor:</b>	Dr. Ingrid Haas (Dr. Haas or Professor Haas; she/hers)
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<b>Office hours:</b>	W 2-4pm (schedule at <a href="https://calendly.com/ingridjhaas/pols-950-office-hours">https://calendly.com/ingridjhaas/pols-950-office-hours</a> )

## COURSE DESCRIPTION AND GOALS

### Course Description

This graduate-level seminar course will examine classic and contemporary research on political attitudes from an interdisciplinary perspective, drawing primarily on literatures in political science, social psychology, and cognitive neuroscience. We will examine issues related to attitude structure, function, and change, and consider how factors like motivation, emotion, and social identity influence attitude expression. There will also be a methodological component to the course—we will talk about issues related to experimental design and different strategies or techniques for attitude measurement (e.g., direct versus indirect measurement, implicit versus explicit measures).

While much of our focus will be on politics, specifically, this is also a course on the social psychology of attitudes and attitude measurement. Graduate students from outside the department (e.g., psychology, sociology) with an interest in attitudes and experimental design may find this course relevant to their interests and are welcome to enroll.

### Course Format

The format of the course will be weekly discussion sessions of assigned readings. 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 Friday before class), peer reviews of reaction papers (due Monday), and discussion leading (planned for weeks 4-11).

## REQUIRED MATERIALS

### General Background Reading

There are no required textbooks for the course, but you may find the following to be helpful background reading:

- Bohner, G., & Wanke, M. (2002). *Attitudes and Attitude Change*. New York: Taylor & Francis.
- Fazio, R. H., & Petty, R. E. (2007). *Attitudes: Their Structure, Function, and Consequences*. Psychology Press.
- Maio, G. R., & Haddock, G. (2010). *The Psychology of Attitudes and Attitude Change*. Los Angeles: Sage.
- Petty, R. E., & Cacioppo, J. T. (1996). *Attitudes and Persuasion: Classic and Contemporary Approaches*. Boulder, CO: Westview Press.
- Petty, R. E., Fazio, R. H., & Briñol, P. (Eds.). (2008). *Attitudes: Insights From the New Implicit Measures*. Psychology Press.
- Zaller, J. R. (1992). *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press.

Assigned readings will be available on Canvas.

## ASSESSMENT AND GRADING

### Assessments

**Weekly Reaction Papers and Peer Review (33%).** Weekly reaction papers will be due before 11:59pm CST on the Friday preceding each class session. These papers should be ~2 pages (double spaced), focus on the readings for the upcoming class meeting, and be submitted through Canvas Discussions (so they are visible to your classmates). These papers should provide a brief summary of the readings, some attempt to connect them together, and your detailed response to the work. 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 findings presented in the readings. Students will also complete peer reviews of 2 reaction papers each week, due the Monday 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 10 opportunities to submit reaction papers and 8 will be graded, so it's fine to miss 2 submissions (or submit 9-10 and Canvas will drop the lowest scores).

**Attendance and Participation (17%).** Each student will be expected to attend class sessions in person and participate in discussion of the readings each week.

**Discussion Leading (8%).** One or two students will be randomly assigned to lead discussion during each class session from Weeks 4-11. Discussion leaders will be responsible for facilitating discussion of the assigned readings, based in part on reaction papers submitted by other members of the class. As discussion leaders you may structure the class meeting in any way you think will best facilitate the goals of the course, described above. Please be sure, however, that the discussion meeting includes a brief summary of each paper and findings (may be given by leaders or elicited from class members). You will likely also want to pick out key themes or ideas that go beyond each individual paper for us to focus our discussion on. You might choose to compile a handout or outline for the class, but that is optional. Use of PowerPoint (or other presentation software) for this assignment is *discouraged*.

**Final Presentation (8%).** At the end of the semester (weeks 15 and 16), 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 (33%).** A final research paper will be due on Wednesday, May 6, before 11:59pm CST and must be submitted electronically through Canvas. The paper will be a review of some specific topic or research issue in political attitudes, 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 14 (4/14), each student should meet with me 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 600 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, when a student has completed most of the course requirements, and at the sole discretion of the instructor.

Weekly Reaction Papers	200
Attendance and Participation	100
Discussion Leading	50
Final Presentation	50
Final Research Paper	200
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Total	600

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).

### Deadlines and Completion of Coursework

Regular engagement in the course through in person class meetings and completion of course assignments 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 or complete an assignment on the assigned dates, please contact me through Canvas or email and I will work with you.

### 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

any 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 950” in the subject line. I will do my best to respond to emails within 24 hours Monday-Friday during normal business hours. You are also welcome to set up a meeting during office hours (make an appointment at <https://calendly.com/ingridhaas/pols-950-office-hours>) or email me with your availability to meet if my regular meeting times don’t work for you.

### **Artificial Intelligence (A.I.)**

Since writing, analytical, and critical thinking skills are part of the learning outcomes of graduate coursework, **all writing assignments should be prepared by the student.** Developing strong competencies in this area will prepare you to write a thesis and/or dissertation, and for a competitive workplace. While A.I. is readily available and can be useful in some circumstances, it is essential that you learn to think and write on your own before you’ll be able to accurately and ethically employ their use. To better help you meet the learning goals of this course, **A.I.-generated submissions are not permitted at all in this course and any use of A.I. tools at any point in your writing process will be treated as plagiarism.**

### **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](http://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**
- **Sexual Misconduct Policy**

### **Academic Integrity Statement**

Academic integrity is a fundamental value of the University community. UNL students are expected to approach and complete their academic work with academic integrity. Students must read this syllabus and all other instructions carefully so that they know what is expected in terms of academic integrity. Students are expected to do their own work, to be honest in the statements they make, to refrain from harming others, to refrain from improperly helping others, and to follow the rules. The unauthorized use of artificial intelligence to complete coursework is a violation of the University of Nebraska Student Code of Conduct [Standards of Academic Integrity](#). Students who are unsure whether or not particular conduct is appropriate should ask the instructor.

Failing to act with academic integrity violates the [University of Nebraska Student Code of Conduct](#) and will be reported to the Office of Student Conduct & Community Standards. Students who violate academic integrity may receive academic sanctions, up to and including receiving a grade of “F” in the course.

## Writing Center

The Writing Center can provide you with meaningful support as you write for this class, other classes, or for non-academic purposes. You are welcome to bring in everything from lab reports, presentations, and research papers to cover letters, application essays, and graduate theses and dissertations. Trained undergraduate and graduate peer consultants are available to talk with you as you plan, draft, and revise your writing, both in person and online. You don't need to have anything written yet: Writing Center Consultants are happy to sit down and brainstorm with you as soon as you get an assignment, as well as help you organize your ideas or polish a final draft.

There are **three** ways you can connect with a Consultant: **In Person**, **Online** (a real-time, video conversation), and **eTutoring** (email feedback). **In-person Writing Center appointments are held in Andrews Hall 102.** Writers may choose between **25-** and **50-minute** appointments. To learn more about online options and view video tutorials, visit <https://writing.unl.edu/online-writing-center-services/>.

The Writing Center also offers [accountability appointments](#), in which you can sit beside a Writing Center consultant and talk as much or as little as you like about your writing. You can indicate that this is what you're looking for when you sign up for an appointment.

Sign up any time by visiting [unl.mywconline.com](http://unl.mywconline.com). For more information about the Writing Center, please visit <https://writing.unl.edu/>.

## 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 950: Political Attitudes  
(Tentative) Course Schedule and Reading List**

**Overview**

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**Week 1 (1/13): Course Introduction (NO CLASS MEETING)**

Week 2 (1/20): Conceptualizing Attitudes

Week 3 (1/27): Experimental Design

Week 4 (2/3): Attitude Measurement; Implicit versus Explicit Attitudes

Week 5 (2/10): The Primacy of Affect and the “Hot Cognition” Hypothesis

Week 6 (2/17): Ambivalence

**Week 7 (2/24): NO CLASS (SPSP Conference)**

Week 8 (3/3): Attitude Formation, Change, and Persuasion

Week 9 (3/10): Impact of Attitudes on Perception and Cognition

**Week 10 (3/17): NO CLASS (Spring Break)**

Week 11 (3/24): Impact of Attitudes on Behavior

Week 12 (3/31): Cognitive Neuroscience of Attitudes and Evaluation

Week 13 (4/7): Neuroscience of Political Attitudes

Week 14 (4/14): Research Proposal Consultations (no class meeting)

Week 15 (4/21): Research Presentations

Week 16 (4/28): Research Presentations

**Final Papers due: Wednesday, May 6, 11:59pm CST**

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**Week 1 (1/13): Course Introduction (NO CLASS MEETING)**

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**Review Syllabus and Course Schedule**

**Introduction to Political Psychology (please read if you have not completed POLS 850)**

Oxford Handbook of Political Psychology 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.

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**Week 2 (1/20): Conceptualizing Attitudes**

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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.

Katz, D. (1960). The functional approach to the study of attitudes. *Public Opinion Quarterly*, 24, 163-204.

Converse, P. E. (1964). The nature of belief systems in mass publics. In D. E. Apter (Ed.), *Ideology and discontent* (pp. 206-261). New York: Free Press.

Hurwitz, J., & Peffley, M. (1987). How are foreign policy attitudes structured? A hierarchical model. *American Political Science Review*, 81, 1099-1120.

Feldman, S. (2003). Values, ideology, and the structure of political attitudes. In D. O. Sears, L. Huddy, & R. Jervis (Eds.), *Oxford handbook of political psychology* (pp. 477-508). Oxford: Oxford University Press.

Eagly, A. H., & Chaiken, S. (2007). The advantages of an inclusive definition of attitude. *Social Cognition*, 25, 582-602.

**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.

**(Optional) Additional Reading:**

Cacioppo, J. T., & Berntson, G. G. (1994). Relationship between attitudes and evaluative space: A critical review, with emphasis on the separability of positive and negative substrates. *Psychological Bulletin*, 115, 401-423.

**Week 3 (1/27): Experimental Design**

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**Generating Hypotheses**

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.

**Causality, Statistical Validity, and Internal Validity**

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.

**Dependent Variables, Construct Validity, and External Validity**

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

Shadish, W., Cook, T., & Campbell, D.T. (2001). External validity (pp. 83-93). In *Experimental and Quasi-experimental Designs*. Boston: Houghton Mifflin Company.

**(Optional) Additional Reading:**

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 4 (2/3): Attitude Measurement; Implicit versus Explicit Attitudes**

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**Attitude Measurement**

Thurstone, L. L. (1928). Attitudes can be measured. *American Journal of Sociology*, 33, 529-544.

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.

Schwarz, N. (1999). Self-Reports: How the questions shape the answers. *American Psychologist*, 54, 93-105.

### **Implicit versus Explicit Attitudes**

Fazio, R. H., Sanbonmatsu, D. M., Powell, M. C., & Kardes, F. R. (1986). On the automatic activation of attitudes. *Journal of Personality and Social Psychology*, 50, 229-238.

Greenwald, A.G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, 74, 1464- 1480.

Fazio, R. H. (2007). Attitudes as object-evaluation associations of varying strength. *Social Cognition*, 25, 603-637.

### **(Optional) Additional Reading:**

Achen, C. H. (1975). Mass political attitudes and the survey response. *American Political Science Review*, 69, 1218-1231. Retrieved from <http://www.jstor.org/stable/1955282>

Berinsky, A. J. (2002). Silent voices: Social welfare policy opinions and political equality in America. *American Journal of Political Science*, 46, 276-287.

Cacioppo, J. T., Petty, R. E., Losch, M. E., & Kim, H. S. (1986). Electromyographic activity over facial muscle regions can differentiate the valence and intensity of affective reactions. *Journal of Personality and Social Psychology*, 50, 1260-268.

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

Fazio, R., Jackson, J., Dunton, B., and Williams, C. (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.

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.

Petty, R. E., Fazio, R. H., & Brinol, P. (2009). The new implicit measures: An overview. In R. E. Petty, R. H. Fazio, & P. Brinol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 3-9). New York, NY: Psychology Press.

Wilson, T.D., and Schooler, J.W. (1991). Thinking too much: Can introspection reduce the quality of preferences and decisions? *Journal of Personality and Social Psychology*, 60, 181-192.

## **Week 5 (2/10): The Primacy of Affect and the “Hot Cognition” Hypothesis**

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### **Emotion versus Cognition: The Zajonc-Lazarus Debate**

Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist*, 35, 151-175.

Lazarus, R. S. (1982). Thoughts on the relations between emotion and cognition. *American Psychologist*, 37, 1019-1024.

Zajonc, R. B. (1984). On the primacy of affect. *American Psychologist*, 39(2), 117-123.

Lazarus, R. S. (1991). Cognition and motivation in emotion. *American Psychologist*, 46(4), 352-367.



Storbeck, J. & Clore, G. L. (2007). On the interdependence of cognition and emotion. *Cognition & Emotion*, 21, 1212-1237.

### **The “Hot Cognition” Hypothesis**

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.

Bakker, B., Schumacher, G., & Rooduijn, M. (2021). Hot Politics? Affective Responses to Political Rhetoric. *American Political Science Review*, 115(1), 150-164.

### **(Optional) Additional Reading:**

Cassino, D., & Lodge, M. (2007). The primacy of affect in political evaluations. Chapter from *The Affect Effect*.  
 Smith, C. A., Haynes, K. N., Lazarus, R. S., & Pope, L. K. (1993). In search of the “hot” cognitions: Attributions, appraisals, and their relation to emotion. *Journal of Personality and Social Psychology*, 65(5), 916-929.

## **Week 6 (2/17): Ambivalence**

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### **Ambivalence**

Lavine, H. (1998). On the primacy of affect in the determination of attitudes and behavior: The moderating role of affective-cognitive ambivalence. *Journal of Experimental Social Psychology*, 34, 398-421.

Lavine, H. (2001). The electoral consequences of ambivalence toward presidential candidates. *American Journal of Political Science*, 45, 915-929.

McGraw, K. M., Hasecke, E., & Conger, K. (2003). Ambivalence, uncertainty, and processes of candidate evaluation. *Political Psychology*, 24, 421-448.

Lavine, H. R., Johnston, C. D., & Steenbergen, M. R. (2012). *The ambivalent partisan: How critical loyalty promotes democracy*. New York: Oxford University Press. [Chapters 1, 2, 4]

Gonzalez, F. J. (2020). Unresolved politics: Implicit ambivalence and political cognition. *Political Research Quarterly*, 74, 556-570.

Luttrell, A., Petty, R. E., & Briñol, P. (2020). The interactive effects of ambivalence and certainty on political opinion stability. *Journal of Social and Political Psychology*, 8(2), 525-541.

### **(Optional) Additional Reading:**

Newby-Clark, I. R., McGregor, I., & Zanna, M. P. (2002). Thinking and caring about cognitive inconsistency: When and for whom does attitudinal ambivalence feel uncomfortable? *Journal of Personality and Social Psychology*, 82, 157-166.

Tetlock, Philip E. 1986. A value pluralism model of ideological reasoning. *Journal of Personality and Social Psychology* 50:819-827.

## **Week 7 (2/24): NO CLASS (SPSP Conference)**

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### **Week 8 (3/3): Attitude Formation, Change, and Persuasion**

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- Petty, R. E., & Cacioppo, J. T. (1984). The effects of involvement on response to argument quantity and quality: Central and peripheral routes to persuasion. *Journal of Personality and Social Psychology*, 46, 69-81.
- Lodge, M., McGraw, K. M., & Stroh, P. (1989). An impression-driven model of candidate evaluation. *American Political Science Review*, 83, 399-420.
- Zaller, J. R. (1992). *The nature and origins of mass opinion*. Cambridge University Press. [Chapters 3, 7, 8]
- Lodge, M., Steenbergen, M. R., & Brau, S. (1995). The responsive voter: Campaign information and the dynamics of candidate evaluation. *American Political Science Review*, 89, 309-326.
- Bizer, G. Y., & Petty, R. E. (2005). How we conceptualize our attitudes matters: The effects of valence framing on the resistance of political attitudes. *Political Psychology*, 26, 553-568.
- Shook, N. J., & Fazio, R. H. (2009). Political ideology, exploration of novel stimuli, and attitude formation. *Journal of Experimental Social Psychology*.

#### **(Optional) Additional Reading:**

- Fazio, R. H., Eiser, J. R., & Shook, N. J. (2004). Attitude formation through exploration: Valence asymmetries. *Journal of Personality and Social Psychology*, 87, 293-311.
- McGraw, K. M., & Dolan, T. M. (2007). Personifying the state: Consequences for attitude formation. *Political Psychology*, 28, 299-327.
- McGuire, W. J., & Papageorgis, D. (1961). The relative efficacy of various types of prior belief-defense in producing immunity against persuasion. *Journal of Abnormal and Social Psychology*, 62, 327-337.
- Mackie, D. M., & Asuncion, A. G. (1990). On-line and memory-based modification of attitudes: Determinants of message recall-attitude change correspondence. *Journal of Personality and Social Psychology*, 59, 5-16.
- Olson, M. A., & Fazio, R. H. (2001). Implicit attitude formation through classical conditioning. *Psychological Science*, 12, 413-417.
- Tormala, Z.L., & Petty, R.E. (2002). What doesn't kill me makes me stronger: The effects of resisting persuasion on attitude certainty. *Journal of Personality and Social Psychology*, 83, 1298-1313.

### **Week 9 (3/10): Impact of Attitudes on Perception and Cognition**

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- Hastorf, A., & Cantril, H. (1954). They saw a game: A case study. *Journal of Abnormal and Social Psychology*, 49, 129-134.
- Lord, C.G., Ross, L., & Lepper, M.R. (1979). Biased assimilation and attitude polarization: The effects of prior theories on subsequently considered evidence. *Journal of Personality and Social Psychology*, 37, 2098-2109.
- Sweeney, P. D., & Gruber, K. L. (1984). Selective exposure: Voter information preferences and the Watergate affair. *Journal of Personality and Social Psychology*, 46, 1208-1221.
- Taber, C. S., & Lodge, M. (2006). Motivated skepticism in the evaluation of political beliefs. *American Journal of Political Science*, 50(3), 755-769.

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.

Starbird, K., DiResta, R., & DeButts, M. (2023). Influence and Improvisation: Participatory Disinformation during the 2020 US Election. *Social Media + Society*, 1-17.

**(Optional) Additional Reading:**

Roskos-Ewoldson, D. R., & Fazio, R. H. (1992). On the orienting value of attitudes: Attitude accessibility as a determinant of an object's attraction of visual attention. *Journal of Personality and Social Psychology*, 63, 198-211.

Ross, M., McFarland, C., & Fletcher G. J. O. (1981). The effect of attitude on the recall of personal histories. *Journal of Personality and Social Psychology*, 40, 627-634.

Van Bavel, J. J., & Cunningham, W. A. (2012). A social identity approach to person memory: Group membership, collective identification, and social role shape attention and memory. *Personality and Social Psychology Bulletin*, 38, 1566-157.

Xiao, Y. J., & Van Bavel, J. J., (2012). See your friends close, and your enemies closer: Social identity and identity threat shape the representation of physical distance. *Personality and Social Psychology Bulletin*, 38, 959-972.

Bisgaard, M. (2019). How Getting the Facts Right Can Fuel Partisan-Motivated Reasoning. *American Journal of Political Science*, 63(4), 824-839. doi:10.1111/ajps.12432

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**Week 10 (3/17): NO CLASS (Spring Break)**

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**Week 11 (3/24): Impact of Attitudes on Behavior**

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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.

LaPiere, R. (1934). Attitudes versus actions. *Social Forces*, 13, 230-237.

Fazio, R. H., & Williams, C. J. (1986). Attitude accessibility as a moderator of the attitude-perception and attitude-behavior relations: An investigation of the 1984 presidential election. *Journal of Personality and Social Psychology*, 51, 505-514.

Lundberg, K. B., & Payne, B. K. (2014). Decisions among the undecided: Implicit attitudes predict future voting behavior of undecided voters. *PLoS One*, 9(1), e85680. doi: 10.1371/journal.pone.0085680

Jones, D. R., & McDermott, M. L. (2022). Partisanship and the Politics of COVID Vaccine Hesitancy. *Polity*, 54(3), 408-434. doi:10.1086/719918

Han, Q., Zheng, B., Abakoumkin, G., Leander, N. P., & Stroebe, W. (2023). Why some people do not get vaccinated against COVID-19: Social-cognitive determinants of vaccination behavior. *Appl Psychol Health Well Being*, 15(3), 825-845. doi:10.1111/aphw.12411

**(Optional) Additional Reading:**

Ajzen, I., & Fishbein, M. (1973). Attitudinal and normative variables as predictors of specific behaviors. *Journal of Personality and Social Psychology*, 27, 41-57.

Fishbein, M., & Ajzen, I. (1974). Attitudes toward objects as predictors of single and multiple behavioral criteria. *Psychological Review*, 81, 59-74.

- Friese, M., Smith, C. T., Plischke, T., Bluemke, M., & Nosek, B. A. (2012). Do implicit attitudes predict actual voting behavior particularly for undecided voters? *PLoS One*, 7(8), e44130. doi: 10.1371/journal.pone.0044130
- Greenwald, A. G., Carnot, C. G., Beach, R., & Young, B. (1987). Increasing voting behavior by asking people if they expect to vote. *Journal of Applied Psychology*, 72(2), 315–318.
- Lord, C. G., Lepper, M. R., & Mackie, D. (1984). Attitude prototypes as determinants of attitude- behavior consistency. *Journal of Personality and Social Psychology*, 46, 1254-1266.

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### **Week 12 (3/31): Cognitive Neuroscience of Attitudes and Evaluation**

- 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.
- Cunningham, W. A., Haas, I. J., & Jahn, A. (2011). Attitudes. In J. Decety & J. T. Cacioppo (Eds.), *The Oxford Handbook of Social Neuroscience* (pp. 212-226). New York, NY: Oxford University Press.
- 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.
- Cunningham, W. A., & Brosch, T. (2012). Motivational salience: Amygdala tuning from traits, needs, values, and goals. *Current Directions in Psychological Science*, 21, 54-59.
- 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.
- Amodio, D. M. (2019). Social Cognition 2.0: An Interactive Memory Systems Account. *Trends Cogn Sci*, 23(1), 21-33. doi:10.1016/j.tics.2018.10.002

#### **(Optional) Additional Reading:**

- Cunningham, W. A., Johnson, M. K., Raye, C. L., Gatenby, J. C., Gore, J. C., & Banaji, M. R. (2004). Separable neural components in the processing of black and white faces. *Psychological Science*, 15, 806-813.
- Cunningham, W. A., Van Bavel, J. J., & Johnsen, I. R. (2008). Affective flexibility: Evaluative processing goals shape amygdala activity. *Psychological Science*, 19, 152-160.
- Cunningham, W. A., & Zelazo, P. D. (2007). Attitudes and evaluations: A social cognitive neuroscience perspective. *Trends in Cognitive Sciences*, 11, 97-104.
- Damasio, A. R. (1996). The somatic marker hypothesis and the possible functions of the prefrontal cortex. *Philosophical Transactions: Biological Sciences*, 351, 1413-1420.
- Davidson, R. J., & Sutton, S. K. (1995). Affective neuroscience: The emergence of a discipline. *Current Opinion in Neurobiology*, 5, 217-224.
- Ito, T. A., Larsen, J. T., Smith, N. K., & Cacioppo, J. T. (1998). Negative information weighs more heavily on the brain: The negativity bias in evaluative categorizations. *Journal of Personality and Social Psychology*, 75, 887-900.

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### **Week 13 (4/7): Neuroscience of Political Attitudes**

- 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.

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.

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. doi: 10.1371/journal.pone.0052970

Tusche, A., Kahnt, T., Wisniewski, D., & Haynes, J. D. (2013). Automatic processing of political preferences in the human brain. *NeuroImage*, 72, 174-182. doi: 10.1016/j.neuroimage.2013.01.020

Leong, Y. C., Chen, J., Willer, R., & Zaki, J. (2020). Conservative and liberal attitudes drive polarized neural responses to political content. *Proc Natl Acad Sci U S A*, 117(44), 27731-27739. doi:10.1073/pnas.2008530117

Haas, I. J., Baker, M. N., & Gonzalez, F. J. (2021). Political uncertainty moderates neural evaluation of incongruent policy positions. *Philosophical Transactions of the Royal Society B*, 376(1822), 20200138.

**(Optional) Additional Reading:**

Gozzi, M., Zamboni, G., Krueger, F., & Grafman, J. (2010). Interest in politics modulates neural activity in the amygdala and ventral striatum. *Hum Brain Mapp*, 31(11), 1763-1771. doi: 10.1002/hbm.20976

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.

Kaplan, J. T., Freedman, J., & Iacoboni, M. (2007). Us versus them: Political attitudes and party affiliation influence neural responses to faces of presidential candidates. *Neuropsychologia*, 45, 55-64.

Kato, J., Ide, H., Kabashima, I., Kadota, H., Takano, K., & Kansaku, K. (2009). Neural correlates of attitude change following positive and negative advertisements. *Frontiers in Behavioral Neuroscience*, 3, 1-13.

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

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**Week 14 (4/14): Research Proposal Consultations (no class meeting)**

Sign up for an appointment during class time (1:30-4:30pm) on 4/14 via Calendly:  
<https://calendly.com/ingridjhaas/pols-950-office-hours>

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**Week 15 (4/21): Research Presentations**

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**Week 16 (4/28): Research Presentations**

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**Final Papers due: Wednesday, May 6, 11:59pm CST**

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