POLI 100M: Political Psychology
Todd Levinson
Spring 2020
Tuesday & Thursday 11:00-12:20pm
Peterson Hall, Room 102

Course Description and Goals

This course will explore the psychological basis of political attitudes and behavior. Classes will be interactive and course assignments will ask you to apply your understanding of the material in practical ways, with the intention of helping you to build skills that will be useful to you later in your career. Questions that we will attempt to answer include:

- How do people differ psychologically based on their political ideology and what factors explain these differences?
- How do variations in moral attitudes impact individuals' political attitudes and behavior?
- What role do authoritarianism, egalitarianism, and prejudice play in political behavior?
- How do emotions and group psychology factor into our political inclinations?

As we learn what research has to say about these topics, we will also evaluate how the research was conducted, how the research strategy might affect the validity of its conclusions, and how the research could be improved or built upon. You will not be expected to read or understand the statistical methods that are used in the articles, but you will be asked to think critically about how the authors designed their research and how they measured the concepts that they are studying so that you can evaluate the validity of their findings.

Assignments

Your grade will be based on two memos (20% each), a final paper (40%), and participation in in-class questions and other class activities (20%).

- **Memos (40%)**: You will write three two-page memos during the course of the quarter. Memos will be focused on the topic of the week and will be due one week after a topic is covered. You will be able to choose your three memo topics from the five topics that I will offer during the quarter. I will drop your lowest memo grade, but you can earn extra credit for writing three strong memos. Not writing your third memo will incur a 10% penalty on your final memo grade. The goal is for you to gain practical experience in applying and thinking critically about the knowledge that you are gaining each week and to do so in a way that will build your professional skills. I will provide instructions for writing the memos during the second week.
- **Final Project (40%)**: Your final project paper will be due through Turnitin by Tuesday, June 9 at 2:30pm. I will provide the prompts and instructions for the final well in advance to give you time to prepare. You will also be required to write a brief outline for your paper as part of your participation grade (see below), and you will receive feedback from fellow students to help you improve your paper before the final submission.

- **Course Participation (20%)**: My goal is for us to make class time an engaging, learning experience. To help us achieve that, I will use small group and full class discussions, and in-class questions (Zoom polls) to ensure that you are actively learning. These activities are also intended to help you develop ideas for your memos and final project so that class time supports your success on assignments. Your participation grade will be based on being actively involved during class, answering in-class questions, attending office hours, and completing short outside-of-class assignments, including but not limited to taking a survey, discussing politics with someone who differs in their views, and emailing me your goals and burning questions about political psychology. You will get a high grade by making a good faith effort in your participation.

Course Policies

- The use of laptops, cell phones, tablets, or other type of electronic device is not allowed during class time for reasons not related to class. Research shows that you learn more and distract others less if you stick to pen and paper: https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/.
- **Students are required to use Turnitin to submit all written assignments through the course website**. Turnitin is an Internet-based plagiarism prevention service, which will be used to ensure academic integrity. Hard copies of assignments will not be accepted.
- If you have a disability that requires special accommodations, please see me **as soon as possible** and present your certification to me and Natalie Ikker (nbikker@ucsd.edu).
- Assignment extensions will be given only under justifiable circumstances, and not without **proper written documentation** justifying your absence (i.e., a doctor's note) and **submitted to the instructor in advance**.
- Please consult http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2 for UCSD's Academic Integrity Policy. Students in this course are expected to comply with this policy. Any student in violation of the policy will automatically fail this class.
- If you seek a **re-grade**, you must email me **within 72 hours** of the assignment being returned and explain why you deserve reconsideration. I will then review the entire exam and can either increase your grade, decrease your grade, or keep the grade unchanged.
- Sexual Misconduct/Title IX Statement: UC San Diego prohibits sexual violence and sexual harassment and will respond promptly to reports of misconduct. If you wish to speak confidentially about an incident of sexual misconduct, please contact CARE at the Sexual Assault Resources Center at (858) 534-HELP. Students should be aware that faculty members are considered responsible employees and are not a confidential resource; as such, if you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UC San Diego's Title IX office, the Office for the Prevention of Harassment & Discrimination (OPHD). To learn more about sexual misconduct, visit: https://students.ucsd.edu/sponsor/sarc/. To report an incident to the University, please contact OPHD at ophd@ucsd.edu

Contact & Office Hours

Instructor: Todd Levinson, tslevins@ucsd.edu, OH: Tue, 2-4 PM, Zoom video conference
TA: Alison Boehmer, apboehme@ucsd.edu, OH: By appointment only (Mon, Tue, Fri)
TA: Alexandra Lange, arwoodru@ucsd.edu, OH: By appointment only

WEEKLY READINGS

Week 1 (March 31 & April 2): The Psychology of Political Ideology, Part 1

Jost, J. & Amodio, D. 2012. Political Ideology as Motivated Social Cognition: Behavioral and Neuroscientific Evidence

Carney, D. et al. 2008. The Secret Lives of Liberals and Conservatives: Personality Profiles, Interaction Styles, and the Things They Leave Behind.

Hirsh, J. et al. 2010. Compassionate Liberals and Polite Conservatives: Associations of Agreeableness with Political Ideology and Moral Values.

Feldman & Johnston. 2014. Understanding the Determinants of Political Ideology: Implications of Structural Complexity.

Week 2 (April 7 & 9): The Psychology of Political Ideology, Part 2

Jost, J. et al. 2018. Ideological Asymmetries in Conformity, Desire for Shared Reality, and the Spread of Misinformation.

Enke, B. et al. 2019. Moral Universalism and the Structure of Ideology.

Waytz, A. et al. 2016. Ideological Differences in the Expanse of Empathy.

Kanai et al 2011. Political Orientations are Correlated with Brain Structure in Young Adults.

Feinberg, M. et al. 2017. The Political Reference Point: How Geography Shapes Political Identity.

Week 3 (April 14 & 16): Moral Psychology and Politics, Part 1

Graham, J. et al. 2009. Liberals and Conservatives Rely on Different Sets of Moral Foundations.

Cornwell, J. & Higgins, E. 2013. Morality and its Relation to Political Ideology: The Role of Promotion and Prevention Concerns.

Koleva, S. et al. 2012. Tracing the Threads: How Five Moral Concerns (Especially Purity) Help Explain Culture War Attitudes.

Feinberg, M. & Willer, R. 2015. From Gulf to Bridge: When Do Moral Arguments Facilitate Political Influence?

Malka, O. et al. 2016. Binding Moral Foundations and the Narrowing of Ideological Conflict to the Traditional Moral Domain.

Week 4 (April 21 & 23): Moral Psychology and Politics, Part 2

Janoff-Bulman, R. & Carnes, N. 2016. Social Justice and Social Order: Binding Moralities across the Political Spectrum.

Sinn, J. & Hayes, M. 2017. Replacing the Moral Foundations: An Evolutionary-Coalitional Theory of Liberal-Conservative Differences.

Scott, J. & Bornstein, B. 2009. What's Fair in Foul Weather and Fair? Distributive Justice across Different Allocation Contexts and Goods

Schein, C. & Gray, K. 2015. The Unifying Moral Dyad: Liberals and Conservatives Share the Same Harm-Based Moral Template.

Skitka, L. & Morgan, G. 2014. The Social and Political Implications of Moral Conviction.

Week 5 (April 28 & 30): Authoritarianism and Social Dominance

Duckitt, J. & Sibley, C. 2009. A Dual Process Motivational Model of Ideology, Politics, and Prejudice.

Duckitt, J. & Bizumic, B. 2013. Multidimensionality of Right-Wing Authoritarian Attitudes: Authoritarianism-Conservatism-Traditionalism.

Conway, L. 2018. Finding the Loch Ness Monster: Left-Wing Authoritarianism in the United States.

Federico, C. et al. 2013. Mapping the Connections between Politics and Morality: The Multiple Sociopolitical Orientations Involved in Moral Intuition.

Chiao, J. et al. 2009. Neural Basis of Preference for Human Social Hierarchy versus Egalitarianism.

Week 6 (May 5 & 7): Prejudice, Intolerance, and Politics

Crawford, J. 2014. Ideological Symmetries and Asymmetries in Political Tolerance and Prejudice toward Political Activist Groups.

Luguri, J. et al. 2012. Reconstruing Intolerance: Abstract Thinking Reduces Conservatives' Prejudice against Nonnormative Groups.

Chiao, J. & Mathur, V. 2010. Intergroup Empathy: How Does Race Affect Empathic Neural Responses?

Gilens, M. 1996. "Race Coding" and White Opposition to Welfare.

Pérez, E. 2010. Explicit Evidence on the Import of Implicit Attitudes: The IAT and Immigration Policy Judgments.

Week 7 (May 12 & 14): Identity, Intergroup Behavior, and Politics

Iyengar, S. et al. 2012. Affect, Not Ideology: A Social Identity Perspective on Polarization.

Klar, S. 2014. Partisanship in a Social Setting.

Gaertner, S. et al. 1999. Reducing Intergroup Bias: Elements of Intergroup Cooperation.

Dhont, K. et al. 2014. Changing the Ideological Roots of Prejudice: Longitudinal Effects of Ethnic Intergroup Contact on Social Dominance Orientation.

Enos, R. 2014. Causal Effect of Intergroup Contact on Exclusionary Attitudes.

Week 8 (May 19 & 21): Egalitarianism

Dawes, C. et al. 2007. Egalitarian Motives in Humans.

DeScioli, P. et al. 2014. Equity or Equality? Moral Judgments Follow the Money.

Does, S. et al. 2012. At the Heart of Egalitarianism: How Morality Framing Shapes Cardiovascular Challenge Versus Threat in Whites.

Starmans, C. et al. 2017. Why People Prefer Unequal Societies.

Liu, G. (Working Paper). What's the Matter with 'Inequality?' Evidence from Survey Experiments.

Week 9 (May 26 & 28): Emotions and Political Behavior

Brader, T. et al. 2008. What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat.

Redlawsk, D. et al. 2002. Hot Cognition or Cool Consideration? Testing the Effects of Motivated Reasoning on Political Decision Making.

Brady, W. 2017. Emotion Shapes the Diffusion of Moralized Content in Social Networks.

Feinberg, M. et al. 2013. Gut Check: Reappraisal of Disgust Helps Explain Liberal-Conservative Differences on Issues of Purity.

Ray, D. et al. 2008. Changing Categorization of Self Can Change Emotions about

Outgroups.

Week 10 (June 2 & 4): Partisanship and Political Participation

Fowler, J. & Kam, C. 2007. Beyond the Self: Social Identity, Altruism, and Political Participation.

Gerber, D. et al. 2008. Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment.

Cohen, G. et al. 2003. Party over Policy: The Dominating Impact of Group Influence on Political Beliefs.

Fowler, J. & Schreiber, D. 2008. Biology, Politics, and the Emerging Science of Human Nature.

Schreiber, D. et al. 2013. Red Brain, Blue Brain: Evaluative Process Differ in Democrats and Republicans.

FINAL PAPERS DUE: Tuesday, JUNE 9, 2:30PM