Political Psychology  
Political Science 100M  
CSB 001

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Spring 2011  
Social Science Building 367  
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Class Meets: Monday, 5:00 p.m. – 7:50 p.m.

Office Hours: Monday, 2:30 – 3:30 p.m.

My Mission as a Teacher:  
“To enable my students to learn joyfully, think clearly, read carefully, and write well.”

Abstract  
Beliefs about how people think about politics have been at the core of theories of politics since the ancients. In this course, we will begin with a survey of important theories of political psychology from the past century. We will focus mainly on hypotheses about how people develop their political attitudes and on the methods used to test those hypotheses. Twentieth century researchers were constrained to observing behavior and relied on surveys, interviews, and simple experiments to make inferences about the political mind. The second half of the course will look at the future of political psychology. We will learn about cutting edge insights from fields like neuroscience, genetics, computational modeling, and evolutionary theory. And, we will ask how those insights should inform our understanding of political cognition, affect, and behavior.

Books  
Thomas Lewis, Fari Amini, Richard Lannon  
John Zaller

Course Readings Available at:  
http://dmschreiber.ucsd.edu

Topics & Readings

Meeting 1.0 (Monday, March 28th) – Psychoanalytic Approaches  

Meeting 1.5 (Monday, March 28th) – Rational Choice Theory  
Lewis et al. “A General Theory of Love.” Chapter 1 (15 pages)
Meeting 2.0 (Monday, April 4th) – Philip Converse and His Legacy
  Lewis et al. “A General Theory of Love.” Chapter 2 (18 pages)

Meeting 2.5 (Monday, April 4th) – Philip Converse and His Legacy (continued)
  Lewis et al. “A General Theory of Love.” Chapter 3 (31 pages)

Meeting 3.0 (Monday, April 11th) – Schema Theory
  and Cognition” (19 pages)
  “Where is the Schema? Going Beyond the "S" Word in Political Psychology.” James H.

Meeting 3.5 (Monday, April 11th) – The Online Model
  “An Impression-Driven Model of Candidate Evaluation.” Milton Lodge; Kathleen M.
  McGraw; Patrick Stroh. The American Political Science Review, Vol. 83, No. 2. (Jun.,
  1989), pp. 399-419 (21 pages)
  Lewis et al. “A General Theory of Love.” Chapter 4 (34 pages)

Meeting 4 (Monday, April 18th) – Racial Attitudes
  **First Paper Due**
  A Social Dominance Approach.” In S. Iyengar & W. J. McGuire (Eds.), Explorations in

Meeting 4.5 (Monday, April 18th) – Zaller’s Theory

Meeting 5.0 (Monday, April 25th) – Zaller’s Theory (continued)

Meeting 5.5 (Monday, April 25th) – Zaller’s Theory (continued)

Meeting 6.0 (Monday, May 2nd) – **Midterm**

Meeting 6.5 (Monday, May 2nd) – Affective Intelligence
Meeting 7.0 (Monday, May 9\textsuperscript{th}) – Neuropolitics

Meeting 7.5 (Monday, May 9\textsuperscript{th}) – Neuropolitics

Meeting 8.0 (Monday, May 16\textsuperscript{th}) – Evolution of Machiavellian Intelligence
Orbell et al. (2004) “‘Machiavellian’ Intelligence as a Basis for the Evolution of Cooperative Dispositions.” American Political Science Review (15 pages)

Meeting 8.5 (Monday, May 16\textsuperscript{th}) – Genes and Attitudes

Meeting 9.0 (Monday, May 25\textsuperscript{th}) – Genes and Partisanship

Meeting 9.5 (Monday, May 25\textsuperscript{th}) – Race Perception
Schreiber & Iacoboni (2011) Huxtables on the Brain: An fMRI study of Race and Norm Violation (34 pages)

Meeting 10 (Monday, May 30\textsuperscript{th}) – Physiological measures
Second Paper Due

Meeting 10.5 (Monday, May 30\textsuperscript{th}) – Final Review

Final Exam (Friday, June 10\textsuperscript{th}) – 7:00 – 10:00 p.m.
Assignments & Grading
40% -- Two Papers (5 pages and 10 pages)
25% -- Midterm Exam
25% -- Final Exam
10% -- Five Quizzes (you can drop one)

D Regurgitation – Like an infant, you are good at spitting it back out.
C Basic – Applying the facts and skills "as is."
B Intermediate – Applying the facts and skills to new problems or situations.
A Advanced – Asking counter-factual questions, modifying operative principles to illustrate command of the core concepts in challenging contexts.

Grade Changes and Extensions
All requests for grade changes must be made formally to your teaching assistant. Requests must be typed, double spaced, and include precise textual citations that support your contention. A review of any grade may result in either a higher or a lower grade. Extensions on assignments and make-up exams will only be granted in cases of documented illness or family medical emergencies. Please contact your teaching assistant as soon as possible if you need to request one.

Late Policy
Papers are due at the beginning of class. 2% bonus if an assignment is turned in more than 25 hours early. A 5% penalty applies for any papers turned in after the beginning of class, with a 5% additional penalty for each day an assignment is turned in late. No papers will be accepted electronically. A paper is not submitted until I have a physical copy of it.

Plagiarism
Fidelity to ones’ own ideas and the ideas of others dictates that proper citation be made for any work or idea of another. If I believe that you have violated this principle, I will change from being your advocate to being your prosecutor and I will seek the strongest penalty consistent with university policy.