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232 BSR, 313A

Class: Th 8- 10:45pm CAS233  
Office Hours: W2-4 walk in

## **PO 409 & 609/PS 512: THE POLITICAL PSYCHOLOGY OF GROUP-BASED POLITICS FALL 2018**

Political psychology is a field of study that integrates psychological theory and research, especially in cognitive and social psychology, with political science approaches to the study of political thinking, behavior, decision-making, conflict, and cooperation. In this course we will study political psychology as it informs group-based politics, including especially race, gender, class, and political party affiliation. Students are taking this course under both PO and PS numbers, which means some students in the class have more background in psychology, some in political science.

Too often, commentators who try to understand the political psychology of particular dimensions of human society, such as race or gender, focus *only* on race or gender, neglecting the ways that a broader understanding of the dynamics of intra- and inter-group relations and politics, as well as the nature of human perception, thought and interaction, can inform how we understand the cases of particular groups in politics. This course will provide that critical grounding for understanding by focusing on systematic observational studies of human behavior.

This course tells a story. We begin with fundamental principles and studies of political psychology, looking at how we learn and develop as political beings, and the role of clear analytical thought and rationality, emotion, personality, and underlying structures and processes of how people deal with other people. We will then use that first part of the course to inform a set of case studies of different bases for intergroup relations: ethnicity, nationality, and religion; race, gender and sexuality, economic conditions and class, partisanship. Beware of any sense you are just talking about other people. You are a part of this.

This course will

- give you an understanding of essential theories and research on political psychology;
- develop your ability to analyze contemporary issues of race, gender, class, and other aspects of group-based politics using the most current findings of high-quality research;
- enable you to sketch out research designs that would help us answer tough questions about the political psychology of groups and politics;
- give you experience reading, understanding, evaluating, and applying the results of contemporary research in social and cognitive psychology and political science;
- provide multiple opportunities to hone your skills of oral and written communication.

### ***REQUIREMENTS***

#### ***Class Preparation, Attendance and Participation:***

All students are expected to attend all classes and come to class prepared, which means completing any assigned readings, activities, or other assignments.

I will often spend some portion of the final hour of each class introducing the next week's topic so that you are well-prepared to do the coming week's reading assignments effectively. We will devote most of most class periods to discussion. All students are expected to remain engaged and participate in the full length of all class meetings – this means no use of the web or social media during class time that is unrelated to the current discussion. Not even under the table in your lap.

To assist in the documentation and assessment of your preparation and class participation, you will:

- Create a Reading Journal, in which you will keep a record of what you have read.
- Assess your contribution to the class discussion each week. (A rubric for assessing your contribution to class discussion is on the course website under the tab Guidelines Class Participation.

### **Political Psychology Blog:**

Every student is required to participate in a class-wide blog posted on the course website and available to all participants in the course (only). *All students should submit at least one significant entry each week* (you can submit more). You may meet the minimum requirement either with a new topic or response to someone else. The entries should be thoughtful, well written (regular English, not twitter English or emojis), and should address important issues, questions, or observations that come up in the course of your assigned reading and other class participation, class discussion, or other serious news or information with a bearing on the topic of the week. You can discuss things that occurred in the world during the week, but this is not the place for general commentary about what's up. Blog entries should be clearly informed by what you are learning in class. You don't have to write *much*, just something worthwhile to read.

Blog discussion should be lively and may even be contentious, but it must be civil, intelligent, and informed. Save rants for elsewhere. If you are unsure about whether an entry you plan to write is acceptable for the blog, or if you want to write things you would prefer not to share with the whole group, you may use the journal format to write privately to Professor Sapiro, but you must participate in the collective blog as specified.

We will start a new blog each week; the blog week runs Wednesday noon through Wednesday 11:59 a.m.; that is, the new blog week starts the afternoon before the first class each week.

Your blog participation will be graded through crowd-sourced assessment, and you will be required to participate in the collective assessment process. This means peers will assess each others' contributions over the course of the semester on how interesting and valuable their entries were. *You cannot pass this part of the requirements without participating almost every week.*

### **Three Brief In-Class Exams:**

We will have three brief in-class exams in which you will demonstrate your understanding of the course material, including readings and discussion. They are scheduled for: Oct. 11, Nov. 8, and Dec. 6.

### **Final Paper:**

Every student will submit a final research paper on a topic of your choice relevant to the course. The papers are due no later than Wednesday, December 12 at 9:00 p.m.

Your paper should be about 15 pages in length and use proper research paper form, including complete and accurate bibliography and foot/endnotes. (I don't care which form you use as long as it is a standard one and you use it properly and consistently.)

You may do a joint final project with another student in the course. The paper should be double the size and all co-authors will receive the same grade regardless of what each individual put into the project.

You must submit a brief **paper proposal** no later than **Friday, 2 November at noon**. Feel free to submit it as soon as you can -- that will give you more time to work on the paper. Your proposal should be brief -- no more than the equivalent of one page, 12-point font. It should include

- Tentative title of the paper.
- A one-paragraph description of the main question(s) or problem(s) your paper will address.
- A brief description of the major method(s) and types of sources you will use for your investigation.
- A brief statement about why this topic is worth pursuing.
- A list of any questions or problems for which you would like some help or advice.

To submit your paper proposal: Your proposal should be composed in Word format with the document title, “YOURLASTNAME Paper Proposal” and submitted through the course website at SUBMIT YOUR WORK.

Your *final paper* is due no later than Wednesday, December 12 at 9:00 p.m.. You may submit a draft for my consideration, but your draft must be submitted more than a week before your due date and you have to give me 2 days to get a chance to read your draft.

To submit your final paper: Your paper should be composed in Word format with the document title, “YOURLASTNAME Final Paper” and submitted to the course website at SUBMIT YOUR WORK.

### **GRADING**

The weight of each element in the final grade:

- Final Paper (including 5% for the Final Paper Proposal): 30%
- Each in-class Exam: 10%
- Class Participation (including preparation): 20%
- Blog Participation: 20%

If you believe that the assessment I made of a particular piece of work -- for example, the answer to an exam question, or a comment on your paper -- was a mistake, I may reassess the entire piece of work from scratch, which means the grade could go up, down, or stay the same. But I do grade very carefully.

Please note that your work will not be assessed by a machine. I reserve the right to use my discretion in assessing the quality of your work and achievements in the course.

Wondering about ways to improve your grade? The best way to do this is to read the syllabus carefully, understand the expectations, and fulfill them. Talk to the professor *early* if you have questions.

### **EXPECTATIONS**

**Your work should be submitted on time.** Plan now to make sure this happens without panic. If you find that you will submit an assignment late, you must submit it with a written excuse. I will grade both the assignment and the excuse, and the value of the assignment can be weighted down (only) by the quality of the excuse. "I was really busy" or "I had a lot of work" or "I had a lot of papers" is not a good excuse. It is true of everyone else in class.

**Civility** is an essential ingredient in the process of learning in an academic environment, especially when the subject is as provocative, contentious, and occasionally uncomfortable as the topics that arise in the political and campaign world. Civility requires respect but *not* either being silent or silencing others. Conversations about contentious topics are not always very comfortable, nor should they be, but they must be respectful. Name calling; trolling; being quick to take offense; assuming

you have “natural” knowledge that is better than other people’s knowledge; or thinking you know a lot about the thoughts, motivations, or past experiences of other individuals in class are all toxic to civility.

**Electronic Equipment:** You can use laptops or tablets in class for purposes of taking notes or referring to reading or bringing other material to bear on the class discussion Your phones should be fully off and out of sight. Using your electronic equipment to do anything but work relevant to the class is simply rude to anyone who is talking and working on the subject at hand. Rude. Don’t be rude. If people abuse the privilege of using electronics in class I may revoke the privilege for everyone.

Significant research has found that if you take your notes on electronic equipment rather than by hand you are less likely to learn and remember the material. This is because typing what you hear doesn’t require your brain to do much processing. It is your choice, but you might want to think about this. See: <https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/>

**Participation.** There are no pure observers in the classroom (at least none who will do well here); everyone should participate in a manner that will have a positive impact on the quality of the class. For a rubric on how to evaluate your impact on class discussion, see the tab on the website: GUIDELINES CLASS PARTICIPATION.

**Academic Integrity.** *By remaining in the course you are tacitly agreeing to follow standard principles of academic integrity in this course.* Academic dishonesty is a serious offense because it undermines the bonds of trust and honesty among members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism. Examples of academic dishonesty include using someone else’s words or ideas without proper documentation; copying some portion of your text from another source without proper acknowledgement of indebtedness; borrowing another person’s specific ideas without documenting their source; turning in a paper written by someone else, an essay “service,” or from a web site.

*Any assignment that is generated in whole or part through academic dishonesty will be failed with no “do-overs.”* If you think you may not understand what constitutes academic integrity or the lack of it, consult with me in advance. [Wording provided largely by Jeffrey Henriques years ago.] For the university policy on academic conduct, see <http://www.bu.edu/academics/policies/academic-conduct-code/>.

**Disabilities.** Students have a right to reasonable accommodations to take account of certain physical or cognitive disabilities and allow them to pursue success in their education at BU. Students who believe they require such accommodations must go through the formal process of application in a timely way. For more information, see <http://www.bu.edu/disability/policies-procedures/academic-accommodations/beginning-academic-program/> .

**Other Support Services:** We know that students can face a wide range of challenges and crises that can disrupt your education. If this happens to you, remember that the Dean of Students office offers many good resources here: <http://www.bu.edu/dos/resources/> or you can go there or to Marsh Chapel to find good referrals and help.

## **READINGS AND HOW TO DO THEM**

This course requires a substantial amount of reading. This is a 4-credit course, which means that the standard expectations (2 hours preparation for each credit) are that you technically should be spending at least 8 hours each week preparing.

I will identify some readings each week that everyone should read, and will give you some flexibility about which others you will read. My hope is that this will help you tailor the course to your interests. This also means students will be preparing by reading somewhat different things, but you will always be reading on the same subject. All students are responsible for explaining, criticizing, asking questions about, and applying the readings you did for other students who read something else. Everyone is a teacher. Life is like that.

Some of you may be in academic programs that do not require students to do much reading on a weekly basis. If that describes you, and you want help thinking about how to do this, see the professor. All of you may find some of the readings challenging because you are not used to the kind of material in them. I do not expect you to grasp every sentence of every reading, but it does take work to read well, and it is important that your education give you a chance to become more adept at using these different kinds of texts. Ask for help if you want it.

Most readings are available through the course website on Blackboard. The books for purchase are:

- Cramer, Katherine J. 2016. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago: University of Chicago Press.
- Kahneman, Daniel. 2011. *Thinking, Fast and Slow*. NY: Farrar, Straus and Giroux. [Note that you should have read this early in the semester]
- Kinder, Donald and Cindy D. Kam. 2010. *Us Against Them: Ethnocentric Foundations of American Opinion*. Chicago: University of Chicago Press.
- Kinder, Donald R. and Nathan P. Kalmoe. 2017. *Neither Liberal nor Conservative: Ideological Innocence in the American Public*. Chicago: University of Chicago Press.

I have not ordered the books at the bookstore because it is cheaper to order through amazon.com. Make sure you are ready to read them early in the semester. They will also be available at the library on reserve.

**Graduate Students:** Graduate students will have somewhat different assignments and expectations. I will work with you to make sure the course fits the needs of your graduate program, and it will include more attention to research design. Arrange a meeting with me early in the semester to do this.

### ***OFFICE HOURS AND CONTACT***

I have walk-in office hours Wednesdays, 2-4 pm in my office. Please let me know if you need to talk to me privately; otherwise, everyone who shows up is welcome to join in. Students can often learn from each others' questions.

I am nearly always available by email and I respond quickly, but be patient and considerate. I want to meet with all students in the course individually, so please find excuses to come by.

### ***WEEK BY WEEK AGENDA AND ASSIGNMENTS***

**Sept 6: Introduction: Political Psychology, Groups, and Politics**

What is political psychology? What is its relationship to the disciplines of political science and psychology? An introduction to the framework, major questions, and significance of this field. An introduction to the process and goals of this course.

### **Sept 13: Introduction to Political Psychology – Approaches and Methods**

Discussion of the field of political psychology, its methods and approaches. Applications to the issues of groups and politics, especially in the context of leadership, decision-making, and inequality. This week is a heavy reading load. *First*, you will read about different questions in and approaches to political psychology at the mass level. *Second*, you will read about approaches to the political psychology of inequality and power relations among people. *Third*, you will read about influence and leadership. We will look at these in more detail throughout the course. This will give you foundations and an overview.

#### *Required:*

- \*Krosnick, Jon A., Penny S. Visser and Joshua Harder. 2010. "The psychological underpinnings of political behavior." In *HSP*, pp.1288-1342.
- \*Fiske, Susan. 2010. "Interpersonal stratification." In *HSP*, pp. 941-82.
- \*Hogg, Michael A. 2010. "Influence and leadership." In *HSP*, pp. 1166-1207.

#### *Optional Additional:*

- Thayer, Richard. H. 2016. "AEA Presidential Address: Behavioral economics: Past, present, and future." (webcast)

### **Sept 20: Political Socialization and Individual Development**

How do people develop their patterns of political orientations and behavior? What are some of the chief influences on that process and its outcomes? What are some of the special issues in considering political socialization and individual development in the context of inequality and conflict?

#### *Required*

- \*Sapiro, Virginia. 2004. "Not your parents' political socialization: Introduction for a new generation." *ARPS* 7: 1-23.
- \*Brady, Henry E., Kay Lehman Schlozman, and Sidney Verba. 2015. "Political mobility and political reproduction from generation to generation." *The Annals AAPSS* 657: 149-73.

#### *Choose 3 more from:*

- Aradau, Claudia and Andrew Hill. 2013. "The politics of drawing: Children, evidence, and the Darfur conflict." *International Political Sociology* 7: 348-87.
- Bar-Tal, Daniel, Aurel Harrison Diamond, & Meytal Nasie. 2016. "Political socialization of young children in intractable conflicts: Conception and evidence." *International Journal of Behavioral Development* 41 (3): 415-25.
- Cesarini, David, Magnus Johannesson, and Sven Oskarsson. 2014. "Pre-birth factors, post-birth factors, and voting: Evidence from Swedish adoption data." *APSR* 108 (1): 71-87.
- Davenport, Lauren D. 2016. "Beyond black and white: Biracial attitudes in contemporary U.S. politics." *APSR* 110 (1): 52-67.
- Fischer, Mira, et. Al. 2017. "Support for free-market policies and reforms: Does the field of study influence students' political attitudes?" *European Journal of Political Economy* 48: 180-97.  
<https://www-sciencedirect-com.ezproxy.bu.edu/science/article/pii/S0176268016300672>
- Jennings, M. Kent. 2002. "Generation units and the student protest movement in the United States: An intra-and intergenerational analysis." *PolPsych* 23 (2): 303-23.
- Mendelberg, Tali, Katherine T. McCabe, and Adam Thal. 2016. "College socialization and the economic views of affluent Americans." *AJPS*.
- Peck, Stephen, et al. 2014. "Racial/ethnic socialization and identity development in Black families:

The role of parent and youth reports.” *Developmental Psychology* 50(7): 1897-1909.  
Sidanius, Jim, Shana Levin, Colette Van Laar, and David O. Sears. 2008. *The Diversity Challenge: Social Identity and Intergroup Relations on the College Campus*. New York: Russell Sage Foundation.  
Wolf, Lukas J., Gregory R. Maio, Johan C. Karremans, and Caroline Leygue. 2017. “On implicit racial prejudice against infants.” *Group Process and Intergroup Relations* 20 (6): 789-800.

### **Sept 27: Cognition and the Structure of Thinking: How and When Rational?**

What are the limits of “rationality?” How does the mind put things together? How aware are we of the ways our minds work? What are the limitations of the clarity of perception and the rationality of deliberation and decision-making? This is a long book. Give yourself enough time. It’s important.

*Required:*

\*Kahneman, Daniel. 2011. *Thinking, Fast and Slow*. NY: Farrar, Straus and Giroux.

*For more interest in Kahneman:*

Daniel Kahneman, Adam Tversky, and the limits of collaboration." *Chronicle of Higher Education*.  
January 29, 2017.

A Ted Talk by Kahneman:

[https://www.ted.com/talks/daniel\\_kahneman\\_the\\_riddle\\_of\\_experience\\_vs\\_memory](https://www.ted.com/talks/daniel_kahneman_the_riddle_of_experience_vs_memory)

A blog piece questioning the scientific qualities of the studies he cited in Chapter 4:

<https://replicationindex.wordpress.com/2017/02/02/reconstruction-of-a-train-wreck-how-priming-research-went-of-the-rails/>

*Optional Additional: Applications Specifically to Politics*

Chong, Dennis. 2013. “Degrees of rationality in politics.” *OHPP*, Ch.4.

Taber, Charles S. and Everett Young. 2013. “Political information processing.” *OHPP*, Ch. 17.

Gilens, Martin. 2001. “Political ignorance and collective policy preferences.” *APSR* 95(2): 379-396.

### **Oct. 4: Individual Differences: Personality and Politics**

What is “personality” and what are the linkages between among groups, social interactions, social context and personality? How does personality function and apply in politics?

*Required:*

Caprara, Gian Vittorio and Michele Vecchione. 2017. *Personalizing Politics and Realizing Democracy*. NY: Oxford University Press, Ch. 2, “Personality in Politics.”

<http://www.oxfordscholarship.com.ezproxy.bu.edu/view/10.1093/acprof:oso/9780199982868.001.0001/acprof-9780199982868-chapter-2>

Gerber, Alan S., Gregory A. Huber, David Doherty & Conor M. Dowling. 2011. “The Big Five personality traits in the political arena.” *ARPS* 14: 265-287.

*Choose one of:*

Greene, Samuel and Graeme Robertson. 2017. “Agreeable authoritarians: Personality and politics in contemporary Russia.” *Comparative Political Studies* 50 (13): 1802-1834.

Huber, Sascha. 2014. “What comes first, character traits or political assessments? An experimental study.” In Marina Costa Lobo and John Curtice, eds. *Personality Politics? The Role of Leader Evaluations in Democratic Elections*. NY: Oxford University Press.

Johnston, Christopher D. and Julie Wronski. 2015. “Personality dispositions and political preferences across hard and easy issues.” *PolPsych* 36 (1): 35-53.

Petersen, Michael Bang and Lene AArøe. 2013. “In the mind’s eye: Imagination as a link between social and political cognition.” *APSR* 107 (2): 275-93.

**Oct. 11: Emotion and Politics** (*First brief exam during this class*)

What role do emotions play in political thinking and behavior, especially with regard to different social groups?

*Choose 3-4 from:*

- Ben-Nun Bloom, Pazit. 2014. "Disgust, harm, and morality in politics." *PolPsych* 35 (4): 495-513.
- Cook, Corey L., Yexin Jessica Li, Steve M. Newell, Catherine A. Cottrell, and Rebecca Neal. 2018. "The world is a scary place: Individual differences in belief in a dangerous world predict specific intergroup prejudices." *Group Processes & Intergroup Relations* 21(4): 583-96.
- Huddy, Leonie, Stanley Feldman, Charles Taber, and Gallya Lahav. 2005. "Threat, anxiety, and support of antiterrorism policies." *AJPS* 49(3): 593-608.
- Kaplan, Jonas T., Sarah I. Gimbel, Sam Harris. 2016. "Neural correlates of maintaining one's political beliefs in the face of counterevidence." *Scientific Reports*.
- Pearlman, Wendy. 2016. "Narratives of fear in Syria." *PersPol* 14(1), pp. 21-37.
- Peffley Mark, Marc. L. Hutchison, and Michal Shamir. 2015. "The impact of persistent terrorism on political tolerance: Israel, 1980 to 2011." *APSR*. 109 (4): 817-32.
- Renshon, Jonathan, Jooa Julia Lee, and Dustin Tingley. 2014. "Physiological arousal and political beliefs." *PolPsych* 36 (5):569-85.
- Tausch, Nicole, et al. 2011. "Explaining radical group behavior: Developing emotion and efficacy routes to normative and nonnormative collective action." *JPSP* 101 (1): 129-148.
- Valentino, Nicholas A., Ted Brader, Eric W. Groenendyk, Krysha Gregorowicz, and Vincent L. Hutchings. 2011. "Election night's alright for fighting: The role of emotions in political participation." *JOP* 73(1): 156-70.

**Oct. 18: Beliefs, Attitudes, and Ideology**

Everyone seems to know that citizens think about and understand the major issues of the day, organizes their attitudes within frameworks like "liberal" and "conservative," and act according to those attitudes and their ideology. Except they don't. Citizens, that is. They don't think about and act in politics that way.

*Required:*

- Kinder, Donald R. and Nathan P. Kalmoe. 2017. *Neither Liberal nor Conservative: Ideological Innocence in the American Public*. Chicago: University of Chicago Press.

*Optional*

- Caprara, Gian Vittorio and Michele Vecchione. 2017. *Personalizing Politics and Realizing Democracy*. NY: Oxford University Press, Ch. 4, "Personal determinants of political divisions,"
- Caprara, Gian Vittorio and Michele Vecchione. 2017. *Personalizing Politics and Realizing Democracy*. NY: Oxford University Press, Ch. 5, "Diversities and commonalities in political attitudes,"
- Kinder, Donald R. and Nathan P. Kalmoe. 2017. *Neither Liberal nor Conservative: Ideological Innocence in the American Public*. Chicago: University of Chicago Press.

**Oct. 25: Intergroup Behavior: A Portfolio of Key Theories and Principles**

What basic principles have social scientists uncovered about the way that people interact with each other as members of different social groups? What kinds of circumstances shape these group and inter-group dynamics? For this week you have three substantial reviews of the literature to read. Your job is not to remember every study they cite. Read these reviews to get a good feeling for what are the major theories and approaches to learning about intergroup behavior and what kind of methodologies scholars use to gather and analyze evidence.

*Required*

- Macrae, C. Neil and Susanne Quadflieg. 2010. "Perceiving people." *HSP*, pp.428-63.



Yzerbyt, Vincent and Stephanie Demoulin. 2010. "Intergroup relations." *HSP*, pp.1024-83.  
Dovidio, John F. and Samuel L. Gaertner. 2010. "Intergroup bias." *HSP*, pp.1084-1121.

**Optional:**

Bartlett, Tom. 2017. "Can we really measure implicit bias? Maybe not." *Chronicle of Higher Education*.  
Simonovitz, Gabor, Gabor Kezdi, and Peter Kardos. 2018. "Seeing the world through the others' eye: An online intervention reducing ethnic prejudice." *American Political Science Review* 112 (1): 186-93.

**Nov. 1: Applications: Nationality, Religion, and Ethnicity**

*Required:*

\*Kinder, Donald R. and Cindy D. Kam. 2009. *Us Against Them: Ethnocentric Foundations of American Opinion*. Chicago: University of Chicago Press. Introduction, Chapters 1-6, 9, Conclusion.

*Optional Additional:*

Berinsky, Adam, and Tali Mendelberg. 2005. "The indirect effects of discredited stereotypes in judgments of Jewish leaders." *AJPS* 49(4): 845-64.  
Bloom, Pazit Ben-Nun, Gizem Arikan, and Marie Courtemanche. 2015. "Religious social identity religious belief, and anti-immigration sentiment." *APSR* 109 (2): 203-21.  
Craig, Maureen A. and Jennifer A Richeson. 2013. "Not in my backyard! Authoritarianism, social dominance orientation, and support for strict immigration policies at home and abroad." *PolPsych* 35 (3): 417-29.  
<http://onlinelibrary.wiley.com.ezproxy.bu.edu/doi/10.1111/pops.12078/epdf>  
Hopkins, Daniel J. 2010. "Politicized places: Explaining where and when immigrants provoke local opposition." *APSR* 104 (1): 40-60.  
Koopmans, Ruud and Susanne Veit 2013. "Cooperation in ethnically diverse neighborhoods: A loser letter experiment." *PolPsych* 35 (3):279-400.  
<http://onlinelibrary.wiley.com.ezproxy.bu.edu/doi/10.1111/pops.12037/full>  
Mohamed, Heather Silber. 2017. *The New Americans? Immigration, Protest, and the Politics of Latino Identity*. University Press of Kansas. <http://www.jstor.org.ezproxy.bu.edu/stable/j.ctt1mtz77k>  
Newman, Benjamin, Todd K. Hartman, and Charles S. Taber. 2014. "Social dominance and the cultural politics of immigration." *PolPsych* 35 (2): 165-86. \

White, Ariel R., Noah L. Nathan, and Julie K. Faller. 2015. "What do I need to vote? Bureaucratic discretion and discrimination by local election officials." *APSR* 109 (February): 129-42.  
Zou, Xi, et al. 2009. "Culture as common sense: Perceived consensus versus personal beliefs as mechanisms of cultural influence." *JPSP* 97 (4): 579-97.  
Implicit Association Test: <https://implicit.harvard.edu/implicit/takeatest.html> . Go to Take a Test and try Arab-Muslim, Asian-American

**Nov 2.: Submit Paper Proposal no later than noon.**

**Nov. 8: Applications: Race (Second Brief Exam during this class)**

*Required:*

Kinder, Donald R. and Cindy D. Kam. 2009. *Us Against Them: Ethnocentric Foundations of American Opinion*. Chicago: University of Chicago Press. Introduction, Ch. 10. (pp.200-18)  
The Sentencing Project. 2014. *Race and Punishment: Racial Perceptions of Crime and Support for Punitive Policies*. Washington, DC: the Sentencing Project.  
Lopez. German. 2017. "People see black men as larger and more threatening than similarly sized white men." *Vox*.

*Choose another couple of pieces from:*

- Banks, Antoine J. and Nicholas A. Valentino. 2012. "Emotional substrates of racial attitudes." *AJPS* 56: 286-297.
- Chao, Melody Manchi, Ying-yi Hong, and Chi-yue Chiu. 2013. "Essentializing race: Its implications on racial categorization." *JPSP* 4: 619-34.
- Gay, Claudine. 2006. "Seeing difference: The effect of economic disparity on black attitudes toward Latinos." *AJPS* 50 (4): 982-97.
- Junn, Jane and Natalie Masuoka. 2008. "Asian American identity: Shared racial status and political context." *PersPol* 6(4): 729-740.
- Krupnikov, Yanna and Spencer Piston. 2016. "The political consequences of Latino prejudice against Blacks." *Public Opinion Quarterly* 80 (2): 480-509.
- Lerman, Amy E. and Meredith L. Sadin. 2014. "Stereotyping or projection? How white and black voters estimate black candidates' ideology." *PolPsych* 37 (2): 147-63.  
<http://onlinelibrary.wiley.com.ezproxy.bu.edu/doi/10.1111/pops.12235/full>
- Lundberg, Kristjen B., Keith Payne, Josh Pasek, and Jon A. Krosnick. 2015. "Racial attitudes predicted changes in ostensibly race-neutral political attitudes under the Obama administration." *Political Psychology* 38(2): 313-30.
- No, Sun, et. Al. 2008. "Lay theory of race affects and moderates Asian Americans' responses toward American culture." *JPSP* 95 (4): 991-1004.
- Plaut, Victoria C., et al. 2011 "What about me? Perceptions of exclusion and whites' reactions to multiculturalism." *JPSP* 101 (2): 337-53.
- Sidanius, Jim, Felicia Pratto, and Lawrence Bobo. 1996. "Racism, conservatism, affirmative action, and intellectual sophistication: A matter of principled conservatism or group dominance?" *JPSP* 70(3): 476-90.
- Weber, Christopher, Howard Lavine, Leonie Huddy, and Christopher Federico. 2013. "Placing racial stereotypes in context: Social desirability and the politics of racial hostility" *AJPS* 58 (1): 63-78.
- White, Ismail K., Cheryl N. Laird, and Troy D. Allen. 2014. "Selling out? The politics of navigating conflict between racial group interest and self-interest" *APSR* 108 (4): 783-800.

### **Nov. 15: Applications: Gender and Sexuality**

#### *Required:*

- Kinder, Donald R. and Cindy D. Kam. 2009. *Us Against Them: Ethnocentric Foundations of American Opinion*. Chicago: University of Chicago Press. Ch. 7, 8. (pp.151-81)
- Sapiro, Virginia. 2003. "Theorizing Gender in Political Psychology Research." In David O. Sears, Leonie Huddy, and Robert Jervis, eds. *Handbook of Political Psychology*. New York: Oxford University Press, pp.601-36.

#### *Choose from:*

- Anisman-Razin, Moran, Ronit Kark, and Tamar Saguy. 2018. "Putting gender on the table? Understanding reactions to women who discuss gender inequality." *Group Processes and Intergroup Relations* 21(5): 690-706.
- Cohen, Dara. 2013. "Explaining rape during civil war: Cross-national evidence (1980-2009)." *APSR* 107 (3): 461-77.
- Davis, Heath Fogg. 2014. "Sex-classification policies as transgender discrimination: An intersectional critique." *PersPol* 12(1): 45-60.
- Fox, Richard and Jennifer Lawless. 2014. "Uncovering the origins of the gender gap in political ambition." *APSR* 108 (3): 499-519.
- Hayes, Danny and Jennifer L. Lawless. 2015. "A non-gendered lens? Media, voters, and female candidates in contemporary congressional elections." *PersPol* 13(1): 95-118. doi: 10.1017/S1537592714003156.
- Mendelberg, T., Karpowitz, C.F. and Oliphant, J.B. 2014. "Gender inequality in deliberation: Unpacking the black box of interaction." *PersPol* 12(1): 18-44.

- Sesko, Amanda K. and Monica Biernat. 2016. "Invisibility of Black women: Drawing attention to individuality." *Group Processes and Intergroup Relations* 21 (1): 141-58.
- Tessler, Mark and Hafsa Tout. 2017. "Religion, trust, and other determinants of Muslim attitudes toward gender equality: Evidence and insights from 54 surveys in the Middle East and North Africa." *Taiwan Journal of Democracy* 13 (2): 1-29.
- Wood, Wendy and Alice H. Eagly. 2010. "Gender." In *HSP*, Vol1: 629-67.

Take online Implicit Association Test for Gender-Career. Available at:  
<https://implicit.harvard.edu/implicit/selectatest.html>

### **Nov. 29: Applications: Class and Economic Sector**

*Required:*

- Cramer, Katherine J. 2016. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago: University of Chicago Press.
- Schaffner, Brian F., Matthew MacWilliams, and Tatishe Nteta. Forthcoming. "Understanding white polarization in the 2016 vote for president: The sobering role of racism and sexism." *Political Science Quarterly*.

*Additional options:*

- Franko, William, Nathan J. Kelly and Christopher Witko. 2016. "Class bias in voter turnout, representation, and income inequality." *PersPol* 14(2), 351–368.
- Hacker, Jacob S., Philipp Rehm and Mark Schlesinger. 2013. "The insecure American: Economic experiences, financial worries, and policy attitudes." *PersPol* 11(1): 23–49.
- Hochschild, Arlie Russell. 2016. *Strangers in their Own Land: Anger and Mourning on the American Right*. The New Press.
- Review Symposium: Katherine J. Cramer's *The Politics of Resentment*. *Perspectives on Politics* 15(2), 2017, pp.521-32.

### **Dec. 6: Applications: Partisanship and Increasing Polarization of American Politics (Third brief exam during this class)**

*Required:*

- "Political polarization in the American public." Pew Research Center: <http://www.people-press.org/2014/06/12/political-polarization-in-the-american-public/>

*Choose 3 from:*

- Baldassarri, Delia, and Andrew Gelman. 2008. "Partisans without constraint: Political polarization and trends in American public opinion." *American Journal of Sociology* 114 (2): 408-46.
- Bittner, Amanda. 2014. "Leader evaluations and partisan stereotypes – A comparative analysis." In Marina Costa Lobo and John Curtice, eds. *Personality Politics? The Role of Leader Evaluations in Democratic Elections*. NY: Oxford University Press, <http://www.oxfordscholarship.com.ezproxy.bu.edu/view/10.1093/acprof:oso/9780199660124.001.0001/acprof-9780199660124-chapter-2?print=pdf>
- Dickerson, Bradley T. and Heather L. Ondercin. 2016. "Conditional motivated reasoning: How the local economy moderates partisan motivations in economic perceptions." *Political Research Quarterly* 70 (1): 194-208.  
<http://journals.sagepub.com.ezproxy.bu.edu/doi/abs/10.1177/1065912916684031>
- Grossmann, M. and Hopkins, D.A. 2015. "Ideological Republicans and group interest Democrats: The asymmetry of American party politics." *PersPol* 13(1), pp. 119–139.
- Huddy, Leonie, Lilliana Mason, and Lene Aarøe. 2015. "Expressive partisanship: Campaign

- involvement, political emotion, and partisan identity.” *APSR* 109 (1): 1-17.
- Jerit, Jennifer, and Jason Barabas. 2012. “Partisan perceptual bias and the information environment.” *JOP* 74 (3): 672- 684.
- Jacoby, William G. 2014. “Is there a culture war? Conflicting value structures in American public opinion.” *APSR* 108 (4): 754-71.
- Motyl, Matt. 2014. “‘If he wins, I’m moving to Canada:’ Ideological migration threats following the 2012 U.S. presidential election.” *Analyses of Social Issues and Public Policy* 14 (1): 123-36.  
<http://onlinelibrary.wiley.com.ezproxy.bu.edu/doi/10.1111/asap.12044/full>
- Rogers, Todd, Craig R. Fox and Alan S. Gerber. 2013. “Rethinking why people vote: Voting as dynamic social expression.” In Eldar Shafir, ed., *The Behavioral Foundations of Public Policy* (Princeton University Press: Princeton, NJ) pp. 91-107.
- Smidt, Corwin D. 2015. “Polarization and the decline of the American floating voter. *AJPS*  
<http://onlinelibrary.wiley.com.ezproxy.bu.edu/doi/10.1111/ajps.12218/epdf>

**Final Paper Due No Later Than Wednesday, 12/12 at 9:00 pm. See instructions in Requirements.**