

POLS 4400H: Political Psychology (Honors)
Spring 2022
Monday, Wednesday, and Friday, 11:30am-12:20pm
Baldwin Hall 302

Professor: Dr. Geoffrey Sheagley
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Office Hours: Wednesday, 9:30-11:30am. Please schedule appointment in advance.

Course Description

This class is an introduction to the interdisciplinary field of political psychology. The content of this course draws on theories and research from political science, psychology, and mass communication to understand different aspects of politics. Our focus is on members of the mass public in the United States, with the expectation being that completing this course will provide you a better understanding of how everyday people approach and operate within the political process.

Office Hours and Help

I will strive to make sure that the course is understandable and that you do not feel lost. If you have any questions about the course content, structure, or assignments please do not hesitate to contact me.

Required Books

1. Cramer, Katherine. 2016 "The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker." University of Chicago Press.
2. Klar, Samara and Yanna Krupnikov. 2016. "Independent Politics: How American Disdain for Parties Leads to Political Inaction." Cambridge University Press.
3. Van Duyn, Emily. 2021. Democracy Lives in Darkness: How and Why People Keep Their Politics Secret." Oxford University Press.
 - a. https://galileo-usg-uga-primo.hosted.exlibrisgroup.com/permalink/f/v7b6bh/01GALI_USG_ALMA71282050030002931

The first two books are available for purchase through the University bookstore and other sources, like Amazon.com. The Van Duyn book is available (for free) as a digital copy through the UGA library.

Grading

1. **Experimental Design (40%)**

Each student in the course is required to work on an experimental design throughout the term. Completing this assignment will require you to identify an area of political psychology that you want to research. You will be expected to read additional work related to your research interest (this will require you to access information from outside of our class) and use this information to narrow your interests and derive a testable hypothesis or hypotheses from this literature. You will then be asked to design an experiment that will test and answer your research questions. You **will not** be expected to conduct your research study as a part of this course.

You will have a great deal of freedom in choosing your topic. To keep you on track and to provide you timely feedback, portions of the research proposal will be due throughout the term. The dates for these assignments are listed in the course schedule and the paper assignment sheet. During the first two weeks of class I will also provide a handout with a more detailed list of my expectations for the paper and a description of each assignment.

2. **Midterm Exam (15%)**

A take-home exam will be distributed on **2/28**. The exam will cover material assigned since the beginning of class. The exam is an essay and is open-book/open-note.

3. **Concept Explanation (20%)**

Pick a concept you learned about this assignment. Your goal is to create something to teach someone who didn't take this class about this concept. You can use any medium you would like to teach the concept, except for a standard written essay. Be creative! More details are available on the relevant assignment sheet. The deadline is **5/9**.

4. **Discussion Questions (10%)**

To facilitate your understanding of the course material as well as to help create an engaged and interesting class, **twice** in the semester you and a group of your classmates will be required to prepare discussion questions, a short summary of the readings to give to the class, and help me to lead class discussion for the readings assigned for that day.

Your group must post questions to **eLC** by **noon** the day before assigned class.

5. Participation (15%)

The participation portion of this grade will be based on your regular attendance, successful completion of in-class activities, participation in class discussion, and posing of questions during lecture or other activities.

All students in my class are given 3 “freebie” absences. My only requirement is that you email me prior to class to inform me that you will miss class. **Note:** If you miss more than 3 class sessions without an excused absence then you will receive no credit for class participation.

Your letter grade in the class reflects the percentage of the total number of available points you obtain in the class. The distribution I use is:

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	60-69
F	<60

Grade Change

Any appeals of a grade must be made at least **24-hours after** I hand back the assignment or test. If you would like to appeal a grade, prior to meeting with me you must submit a written statement detailing why you think that your grade should be changed. I will then meet with you to discuss your statement.

If I have made a mistake in totaling your grade in the class (e.g., I did not add up all the points correctly) then you do not need to write the statement. Talk to me after class or during office hours and I will fix the mistake.

Class Administration

eLearning

You will submit assignments and obtain additional reading assignments from eLC. Check the site periodically for any updates to the course readings.

Deadlines

All assignments are due *at the beginning of class* on the due date. If an assignment is turned in after the beginning of class on the due date 15% will be deducted from your assignment grade. An additional 10% will be deducted for each day the assignment is late. For example, if you turn in an assignment one full day after it was due, it will be deducted 25% (15% for not being turned in at the start of class on the day it was due and another 10% for being turned in one day later). Assignments turned in more than 3 days late will receive an F.

Academic Honesty

The University of Georgia has an academic honesty policy. Academic integrity is required for a positive learning environment. All students enrolled in university courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. Students caught cheating or plagiarizing will receive an F in the course. Additionally, I will forward your name to the University. You can read the policies in their entirety here: <https://honesty.uga.edu/Academic-Honesty-Policy/>

Disability Resource Center

If you anticipate needing classroom or exam accommodations due to the impact of a disability or medical condition, you must register for services with the Disability Resource Center. Additional information can be found here: <http://drc.uga.edu/>

Withdrawal Policy

Undergraduate students can only withdraw from four courses and receive a withdrawal- passing (WP) grade while enrolled at the University. Students can drop any class without penalty during the drop/add period at the beginning of every semester. Dropped courses during the drop/add period do not qualify as withdrawals. Instructors can withdraw a student from the class due to excessive absences. Please carefully review the policy in its entirety here: <http://www.reg.uga.edu/policies/withdrawals>

Course Recordings

Please do not take audio or video recordings of course lectures or discussions without my express permission. In addition, please do not take audio or video recordings of any person during this course without her or his express permission. Finally, do not take any photographs of any person during this course without his or her express permission.

Diversity and Civility

Diversity and civility are integral components of my classroom and the real world. My classroom is open to anybody, no matter their race, class, gender, sexual orientation, or any other quality. I strive to treat all my students with respect. I ask that you treat your fellow students with the respect and civility required when working in the professional world. Disruptive behavior will not be tolerated. This includes (but is not limited to) inappropriate use of classroom technology, ringing cell phones, text messaging, watching videos, checking email, surfing the internet on your computer, disruptive behavior, bullying, and disorderly conduct.

Covid-19 Information

UGA adheres to guidance from the University System of Georgia and the recommendations from Georgia Department of Public Health (DPH) related to quarantine and isolation. Since this may be updated periodically, we encourage you to review the latest guidance [here](#). The following information is based on guidance last updated on December 29, 2021.

Face coverings:

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and get tested. You can schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I test positive for COVID-19? (Isolation guidance)

If you test positive for COVID-19 at any time, either through a PCR test, an Antigen test, or a home test kit, you are **required to report it** through the [DawgCheck Test Reporting Survey](#).

Follow the instructions provided to you when you report your positive test result in DawgCheck.

As of December 29, 2021, when an individual receives a positive COVID-19 test: Everyone, **regardless of vaccination status**, should:

- Stay home for 5 days.
- If you have no symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class.
- Continue to wear a mask around others for 5 additional days.

What do I do if I have been exposed to COVID-19? (Quarantine guidance)

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period – unmasked**) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

- Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)
 - You do not need to quarantine at home and may come to class.
 - You should wear a mask around others for 10 days.
 - If possible, get tested on day 5.
 - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
 - You must quarantine at home for 5 days. After that you may return to class but continue to wear a mask around others for 5 additional days.
 - If possible, get tested on day 5.
 - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

** “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine.

You should report the need to quarantine on [DawgCheck \(https://dawgcheck.uga.edu/\)](https://dawgcheck.uga.edu/), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Well-being, mental health, and student support

If you or someone you know needs assistance, you are encouraged to contact Student Care & Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting

you with the appropriate resources or services. UGA has several resources to support your well-being and mental health: <https://well-being.uga.edu/>

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

Monitoring conditions:

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor’s Office. For the latest on UGA policy, you can visit coronavirus.uga.edu.

Class Schedule

Overview: Our class typically meets 3 times per week. You should complete the assigned reading by the day it is listed on the syllabus.

Week 1 – Introductions (1/10-1/14)

The intent of this session is to give you an overview of our class and political psychology as a field of study.

- **Readings**
 - Monday: None
 - Wednesday: Huddy, Sears, and Levy (2013)
 - Friday: Chong (2013)

Week 2 – Thinking & Reasoning about Politics (1/17-1/21)

Overview: We examine how people approach judgment & decision-making, including their levels of motivation and engagement. We will also discuss the formation and structure of attitudes in memory. The Kahneman chapters provide an overview of the balance between passive & active judgement. Zaller applies this logic to politics.

- **Readings:**
 - Monday: No Class; MLK Holiday
 - Wednesday: Kahneman (2011; Chs. 1,2, &7)
 - Friday: Zaller (1991: Ch. 2)

Week 3 – The Experimental Method (1/24-1/28)

This week focuses on *the experimental method*, which is the common scientific approach used in political psychology. McDermott and Druckman et al. discuss the specifics of experiments, including key terms. Druckman 2001 provides an applied example of an experiment used in political science. Butler and Brookman conduct a novel field experiment, which we'll use as a jumping off point to discuss ethics.

- **Readings**
 - Monday: McDermott 2002 (pgs. 31-41; 50-57); Druckman et al. 2011
 - Wednesday: Druckman 2001
 - Friday: Butler and Brookman (2011)

Week 4 – Information Processing & Bias (1/31-2/4)

Overview: The readings this week discuss the psychological motivations that shape how people approach, process, and integrate political information. The first Taber reading describes information processing while the second outlines the theory behind “motivated reasoning.” The Bolsen and Druckman piece applies the theory of “motivated reasoning” to understand how people form opinions about new & complicated technologies.

- **Readings:**
 - Monday: Taber (2003; pgs. 433-446)
 - Wednesday: Taber (2001)
 - Friday: Bolsen & Druckman (2016)

Week 5 – Political Knowledge & Awareness (2/7-2/11)

Overview: The readings this week look at what the public knows (and more often doesn't know) about the political world. We also explore the efficiency of “heuristics” – tools that voters can use to overcome lack of knowledge about the political world. Finally, we look at people's misperceptions.

- **Readings:**
 - Monday: Delli Carpini & Keeter (1996); 2017 Pew Report
 - Wednesday: Lau & Redlawsk (2001); Dancey & Sheagley (2013)
 - Friday: Flynn et al. (2017)
- **Due:**
 - Paper Assignment 1 (2/11, by 5pm)

Week 6 – Partisanship (2/14-2/18)

Overview: Our focus this week is on party identification – the tendency for people to socially identify with one of the two major parties in the United States. Our Wednesday reading examines the link between partisanship and endorsement of conspiracy theories. We end by beginning our first book, which examines the tendency for people to hide their partisan affiliations.

- **Readings:**
 - Monday: Green, Palmquist, and Schickler (2002)
 - Wednesday: Miller et al. (2016)
 - Friday: Klar & Krupnikov (Chs 1. [skim] & 2)

Week 7 – Political Independents & Engagement (2/21-2/25)

Overview: This week continues our discussion of people “hiding” their partisan leanings. We examine how this tendency is shaped by one’s social surroundings and what implications this behavior has on political engagement & participation.

- **Readings:**
 - Monday: Klar & Krupnikov (Chs. 3 & 4)
 - Wednesday: Klar & Krupnikov (Chs. 7 & 8)
 - Friday: No readings; catchup day.

Week 8 – Take-home exam (2/28-3/4)

Overview: This week will focus on catch up, review, and your take-home midterm exam.

- **Schedule**
 - Monday: Midterm review. Exam distributed.
 - Wednesday: No class; open office hours
 - Friday: No class; open office hours
- **Due:** Midterm exam on 3/4 by 5pm.

Week 9 – Spring Break (No class)

Week 10 – Identity & Intergroup Relations (3/14-3/18)

Overview: This week begins our focus on the second theme of our class: political identity. We begin with the core theory developed in psychology to understand these processes: social identity theory (SIT). We then discuss prejudice and political tolerance.

- **Schedule**
 - Monday: Huddy (2013)
 - Wednesday: Kinder (2013)
 - Friday: Green and Wong (2002); Mousa (2020)

Week 11 – Rural Identity I (3/21-3/25)

Overview: This week applies theories of social identity and prejudice to understanding rural identity in the United States. The Cramer book approaches this study using interview techniques around the state of Wisconsin over a 6-year period. We focus on her concept *rural consciousness*.

- **Readings**
 - Monday: Cramer (Ch. 1 [skim] & Ch. 2)
 - Wednesday: Cramer (Chs. 3 & 4)
 - Friday: No class; peer review day
- **Due**
 - Rough draft of experimental design for peer review

Week 12 – Rural Identity II (3/28-4/1)

Overview: We continue our study of Cramer’s work. These weeks apply the concept to rural consciousness to understand the political process that unfolded around the election of Scott Walker, Barack Obama, etc. We end by looking at accessible pieces focused on recent elections.

- **Readings**
 - Monday: Cramer (Ch. 5)
 - Wednesday: Cramer (Ch. 8)
 - Friday: TBD readings

Week 13 – Work week & conference travel (4/4-4/8)

Overview: Monday is a workday in which you can meet with me about your final paper. There are no classes Wednesday and Friday because I am traveling for a conference. I suggest you get started on the final book of the class.

- **Readings**
 - Monday: Workday
 - Wednesday: No class
 - Friday: No class

Week 14 – Mass Media & Social Pressure (4/11-15)

Overview: The first two sessions focus on the mass media and media effects. The final reading is the beginning of our last book, which looks at the tendency for people to hide their political leanings from others.

- **Readings**
 - Monday: Valentino and Nadris (2013)
 - Wednesday: No readings
 - Friday: Van Duyn (Chs. 1 – 3; skim Ch. 2)

Week 15 – Social Pressure (4/18-4/22)

Overview: This week continues our reading of the Van Duyn book on hidden political opinions.

- **Readings**
 - Monday: Van Duyn (Ch. 4 & 5)
 - Wednesday: Van Duyn (Chs. 7 & 8)
 - Friday: No readings
- **Due:**
 - Final paper (4/22 by 5pm)

Week 16 – Presentations (4/25-4/29)

Overview: This week is devoted to presentations for your final paper.

- **Schedule**
 - Monday: Presentations
 - Wednesday: Presentations
 - Friday: Presentations

Week 17 – No class (5/2)

- Open meetings with professor about final projects.

Final Projects Deadline: Monday, May 9 by 3pm