

Political Science 950 | Psychology of Political Attitudes

(Research Seminar in Biology and Politics)

University of Nebraska-Lincoln

Spring Semester 2017

Tuesdays 2:00-5:00pm | 538 Oldfather Hall

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Office hours:	Tuesdays & Thursdays from 11-12 in 531 Oldfather Hall (and by appointment)
Course website:	Accessible through http://blackboard.unl.edu

Course Overview

This graduate-level seminar course will examine classic and contemporary research on political attitudes from an interdisciplinary perspective, drawing primarily on literatures in social psychology, political science, 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.

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.

Course Requirements

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 Blackboard at least one week prior to class. Course requirements are intended to facilitate discussion and integration of the reading material.

Weekly readings, reaction papers, and participation (35% of final grade). Each student will be expected to participate in discussion of the readings at the class meeting. Before 11:59pm on the Sunday preceding each class session, each student will submit a 2 page (double spaced) reaction paper related to that week's readings on Blackboard and email their reaction paper to the discussion leaders for that week. 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. Needless to say you must submit your reaction papers on time in order to receive credit for them. A schedule of whom to send reaction papers to on which days will be distributed after discussion leading assignments have been made.

Discussion leading (25% of grade). 1 or 2 students will be assigned to lead discussion during each class session from Weeks 4-12. 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. Discussion leader assignments will be determined during the first class session. 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.

Final paper (40% of grade). A final paper will be due on Monday, May 1, before 11:59pm and must be submitted electronically through Blackboard. The paper will be a review of some specific topic or research issue, grounded in one of the topics and references in the supplemental bibliography for this course. Following a conceptual review of previous research on the selected topic, the paper will either (a) present a proposal for future research addressing some specific question arising from the literature review (specifying the research question and purpose of the study, followed by design and general method), or (b) present a proposal for an application of the reviewed literature on political attitudes research and theory to some real-world problem or social issue. Some time prior to or during the week of April 11, each student should meet with the course instructor 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.

Academic Misconduct

All work must be your own. Plagiarism and all other forms of cheating outlined by the University's Student Code of Conduct (Section 4.2) will not be tolerated in this class. Cheating or plagiarism will be reported through official university channels, and the consequences will be severe. The minimum punishment is usually failure in the course, but there may also be consequences for graduate students' standing in the program. No one exam or assignment is ever worth this penalty. To avoid missing out on a good college GPA, or even your degree, keep your eyes on your own test and write your own final paper.

Students with Disabilities

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

UNL Writing Center

The UNL Writing Center can provide you with meaningful support as you write for this class as well as for every course in which you enroll. Trained peer consultants are available to talk with you about all forms of communication, including lab reports, presentations, research papers, cover letters, and application essays. You can visit at any stage of the process, from brainstorming and organizing ideas through polishing a final draft. The UNL Writing Center is located in 102 Andrews Hall, with evening hours in the Adele Hall Learning Commons and other satellite locations. You can schedule 25- and 50-minute appointments any time by visiting unl.mywconline.com. For more information about the Writing Center, including hours and other locations, please visit unl.edu/writing.

POLS 950: Political Attitudes Course Schedule and Reading List

Overview

Week 1 (1/10): Course Introduction
 Week 2 (1/17): Conceptualizing Attitudes
 Week 3 (1/24): Experimental Design
 Week 4 (1/31): Measurement of Attitudes
 Week 5 (2/7): Implicit versus Explicit Attitudes
 Week 6 (2/14): The Primacy of Affect and the “Hot Cognition” Hypothesis
 Week 7 (2/21): Ambivalence and Cognitive Dissonance
 Week 8 (2/28): Attitude Formation, Change, and Persuasion
 Week 9 (3/7): Impact of Attitudes on Perception and Cognition
 Week 10 (3/14): Impact of Attitudes on Behavior
 Spring Break (3/21): NO CLASS
 Week 11 (3/28): Neuroscience of Attitudes and Evaluation
 Week 12 (4/4): Neuroscience of Political Attitudes
 Week 13 (4/11): Research Proposal Consultations (mandatory!)
 Week 14 (4/18): Research Presentations
 Week 15 (4/25): Research Presentations
 Final Papers due: Monday, May 1 (11:59pm)

January 17: Conceptualizing Attitudes

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

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.

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.

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.

January 24: Experimental Design

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 and Construct Validity

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

Optional:

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.

January 31: Measurement of Attitudes

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

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.

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.

Optional:

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.

February 7: 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.

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.

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., Williams, C. J., & Powell, M. C. (2000). Measuring associative strength: Category-item associations and their activation from memory. *Political Psychology*, *21*(1), 7-25.

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

Optional:

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.

February 14: The Primacy of Affect and the “Hot Cognition” Hypothesis

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.

Cassino, D., & Lodge, M. (2007). The primacy of affect in political evaluations. Chapter from *The Affect Effect*.

Optional:

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.

February 21: Ambivalence and Cognitive Dissonance

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.

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.

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. [specific chapters TBD]

Cognitive Dissonance

Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, *58*, 203-210.

Nam, H., Jost, J.T., & Van Bavel, J.J. (2013). Not for all the tea in China! Ideological differences in avoiding dissonance-inducing situations. *PLoS ONE*, *8*, e59837.

Optional:

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

February 28: Attitude Formation, Change, and Persuasion

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.

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.

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.

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:

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.

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.

March 7: Impact of Attitudes on Perception and Cognition

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.

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.

Optional:

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.

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.

March 14: Impact of Attitudes on Behavior

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

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

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.

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.

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

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

Optional:

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

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.

March 28: Neuroscience of Attitudes and Evaluation

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., 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., & 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.

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.

Optional:

Davidson, R. J., & Sutton, S. K. (1995). Affective neuroscience: The emergence of a discipline. *Current Opinion in Neurobiology*, *5*, 217-224.

Damasio, A. R. (1996). The somatic marker hypothesis and the possible functions of the prefrontal cortex. *Philosophical Transactions: Biological Sciences*, *351*, 1413-1420.

- 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.
- 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., & Zelazo, P. D. (2007). Attitudes and evaluations: A social cognitive neuroscience perspective. *Trends in Cognitive Sciences, 11*, 97-104.
- Cunningham, W. A., Van Bavel, J. J., & Johnsen, I. R. (2008). Affective flexibility: Evaluative processing goals shape amygdala activity. *Psychological Science, 19*, 152-160.

April 4: Neuroscience of Political Attitudes

- 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.
- 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
- 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
- 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
- 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.

Optional:

- 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.
- 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