

Political Science 950 | Psychology of Political Attitudes

(Research Seminar in Biology and Politics)

University of Nebraska-Lincoln

Spring Semester 2021

Tuesdays 2-5pm CST | Web Conferencing

Instructor:	Dr. Ingrid Haas (Dr. Haas or Professor Haas; she/her/hers)
Email:	ihaas2@unl.edu
Website:	http://polisci.unl.edu/ingrid-haas
Virtual office hours:	Monday & Wednesday 9-11am CST (schedule at https://calendly.com/ingridhaas/pols-950-virtual-office-hours)

COURSE DESCRIPTION AND GOALS

Course Description

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.

Course Format

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 Canvas at least one week prior to class. Course requirements are intended to facilitate discussion and integration of the reading material. This includes weekly reaction papers (due the Sunday before class), peer reviews of reaction papers (due Monday), and discussion leading (planned for weeks 5-10).

REQUIRED MATERIALS

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.

Assigned readings will be available on Canvas.

Technical Requirements

UNL email account (@huskers.unl.edu)
 Canvas (recommended browsers are Firefox or Google Chrome)
 VidGrid (<https://its.unl.edu/services/unl-academic-video/>)
 Zoom (<http://unl.zoom.us>)
 Word processor (e.g., Microsoft Word, Pages)
 PDF reader (e.g., Adobe, Preview)
 Personal computer (desktop or laptop)
 High-speed Internet connection (recommended)
 Webcam (recommended)

For more information on technology resources available to UNL students, check out UNL IT resources: <https://its.unl.edu/>. You can also contact them at support@nebraska.edu with problems/questions regarding any UNL-supported software (this includes UNL email, Canvas, VidGrid, Zoom).

ASSESSMENT AND GRADING

Assessments

Weekly Reaction Papers and Peer Review (33%). Weekly reaction papers will be due before 11:59pm CST on the Sunday preceding each class session. These papers should be ~2 pages (double spaced), focus on that week's readings, and be submitted through Canvas Discussions (so they are visible to your classmates). 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. Students will also complete peer reviews of 2 reaction papers each week, due the Monday before class. These peer reviews can be brief (1-2 paragraphs) and should comment on anything you found interesting in the response, as well as suggestions for improvement. There are 9 opportunities to submit reaction papers and 8 will be graded, so it's fine to miss 1 submission (or submit all 9 and Canvas will drop the lowest score).

Attendance and Participation (17%). Each student will be expected to attend weekly web conference meetings via Zoom and participate in discussion of the readings. You are encouraged (but not required) to share both video and audio during these meetings to help facilitate discussion and a sense of community.

Discussion Leading (8%). Two students will be randomly assigned to lead discussion during each class session from Weeks 5-10. 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. 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. Use of PowerPoint (or other presentation software) for this assignment is discouraged.

Final Presentation (8%). At the end of the semester (weeks 13 and 14), students will give final presentations focused on the contents of their final research papers. These presentations will be ~15-20 minutes in length, using visual aids (e.g., PowerPoint), and delivered synchronously in our Zoom meetings during those weeks.

Final Research Paper (33%). A final research paper will be due on Monday, May 3, before 11:59pm CST and must be submitted electronically through Canvas. The paper will be a review of some specific topic or research issue, grounded in and directly tied to (at least) one of the topics and associated references in the supplemental bibliography for this course. Following a conceptual review of previous research on the selected topic, the paper should present a proposal for future research addressing some specific research question and hypothesis arising from the literature review (specifying the research question and purpose of the study, followed by research design and general method). The final paper must be unique to this course (e.g., you cannot re-use a paper submitted in a previous course, either at UNL or a different institution). During week 12 (4/13), 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. Additional guidelines for the paper will be available on Canvas.

Grades

Final grades for this course will be calculated based on a possible 600 points and using the distribution and percentages below. I don't round up or assign extra points at the end of the semester, so it is your responsibility to earn your desired grade. If you have any questions or concerns about your grade, you should always feel free to talk to me--the earlier in the semester the better! Final grades will be curved up for everyone in the class *only* if the overall class average is below a B- (< 80%). I will use Canvas throughout the semester to post grades so that you can keep track of your progress, and you can also calculate your grade using the point distribution below. Incompletes will be given only under extreme circumstances, and at the sole discretion of the instructor.

Weekly Reaction Papers	200
Attendance and Participation	100
Discussion Leading	50
Final Presentation	50
Final Research Paper	200

Total	600

- A+ = 97-100%
- A = 93-96.9%
- A- = 90-92.9%
- B+ = 87-89.9%
- B = 83-86.9%
- B- = 80-82.9%
- C+ = 77-79.9%
- C = 73-76.9%

C- = 70-72.9%
 D+ = 67-69.9%
 D = 63-66.9%
 D- = 60-62.9%
 F = < 59.9%

COURSE POLICIES

Deadlines and Completion of Coursework

Regular engagement in the course through synchronous class meetings and completion of course assignments is expected. In general, I do not accept late assignments without a valid excuse. Should you miss any assignment without approval from me, you will receive a zero grade for that exercise. That said, an exception may be granted to a student who contacts the instructor prior to the assignment due date to request an extension. If you foresee being unable to turn in a paper or complete an assignment on the assigned dates, please contact me through Canvas or email and I will work with you. I realize these are complicated times and students may be dealing with additional constraints on their time and resources, in addition to health concerns, so I would just encourage you to reach out to me if you find you are having trouble keeping up with the course for whatever reason. Your health and safety (and that of the surrounding community) should be the top priority in the midst of a pandemic.

Communication

I will communicate with students through Canvas, so please make sure that you check Canvas on a regular basis and set up your Canvas notifications to receive emails about any course announcements or updates. You should plan to use your official @huskers.unl.edu email address for class. In general, I will plan to send any weekly announcements on Monday mornings, so as not to flood your inbox with updates. But, you should feel free to contact me anytime with questions. The best way to contact me is by sending a message through Canvas, or email me directly with "POLLS 950" in the subject line. I will do my best to respond to emails within 24 hours Monday-Friday during normal business hours. You are also welcome to stop by my Virtual Office Hours on Zoom (make an appointment at <https://calendly.com/ingridjhaas/pols-950-virtual-office-hours>) or email me with your availability to meet if my regular meeting times (MW 9-11am CST) don't work for you.

Plagiarism-Checking Software

Writing assignments in this course will be submitted online through Canvas and run through plagiarism-checking software (Turnitin). This software compares your work against previous papers and Internet sources to detect text copied from other authors. Further information about Turnitin can be found at <https://its.unl.edu/services/turnitin/> or www.turnitin.com.

UNIVERSITY POLICIES

Recording of Class-Related Activity

I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator, and is not to be shared outside the context of this course.

Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

Academic Honesty Policy

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's Student Code of Conduct (<https://studentconduct.unl.edu/student-code-conduct>) addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

Diversity and Inclusion

The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.

Trespass Policy (Regents' Policy 6.4.7)

The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.

Face Coverings Syllabus Statement

As of July 17, 2020, and until further notice, all University of Nebraska–Lincoln (UNL) faculty, staff, students, and visitors (including contractors, service providers, and others) are required to use a facial covering at all times when indoors except under specific conditions outlined in the COVID 19 face covering policy found at: <https://covid19.unl.edu/face-covering-policy>. This statement is meant to clarify classroom policies for face coverings:

To protect the health and well-being of the University and wider community, UNL has implemented a policy requiring all people, including students, faculty, and staff, to wear a face covering that covers the mouth and nose while on campus. The classroom is a community, and as a community, we seek to maintain the health and safety of all members by wearing face coverings when in the classroom. Failure to comply with this policy is interpreted as a disruption of the classroom and may be a violation of UNL's Student Code of Conduct.

Individuals who have health or medical reasons for not wearing face coverings should work with the Office of Services for Students with Disabilities (for students) or the Office of Faculty/Staff Disability Services (for faculty and staff) to establish accommodations to address the health concern. Students

who prefer not to wear a face covering should work with their advisor to arrange a fully online course schedule that does not require their presence on campus.

SUPPORT SERVICES

Services for Students with Disabilities (<https://www.unl.edu/ssd/home>)

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

Writing Center (<https://www.unl.edu/writing/home>)

The Writing Center can provide you with meaningful support as you write for this class as well as every course in which you enroll. Trained undergraduate and graduate peer consultants are available to talk with you about all forms of communication. You are welcome to bring in everything from lab reports, presentations, and research papers to cover letters, application essays, and graduate theses and dissertations. Writing Center Consultants can work with you at any stage of the writing process, from brainstorming and organizing your ideas through polishing a final draft.

In 2020-21, there are two ways you can connect with a Consultant: Online (a real-time, video conversation) and eTutoring (email feedback). To learn more about these options and view video tutorials, please visit our Online Writing Services Page (<https://www.unl.edu/writing/online-writing-center-services>). You can sign up any time by visiting unl.mywconline.com. For more information about the Writing Center, please visit unl.edu/writing.

Academic Support Services

You can schedule free appointments for individual academic coaching with First-Year Experience and Transition Program staff through MyPLAN. You can also take advantage of study stops--which provide individual and group study with learning consultants in a variety of disciplines--and free group workshops on topics such as time management, goal setting, test preparation, and reading strategies. See success.unl.edu for schedules and more information.

Counseling and Psychological Services

UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological & Services (CAPS; <https://caps.unl.edu>) is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being (BRRWB; <https://resilience.unl.edu/home>) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

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 (Tentative) Course Schedule and Reading List

Overview

Week 1 (1/26): Course Introduction

Week 2 (2/2): Conceptualizing Attitudes

Week 3 (2/9): **NO CLASS (SPSP Conference)**

Week 4 (2/16): Experimental Design

Week 5 (2/23): Attitude Measurement; Implicit versus Explicit Attitudes

Week 6 (3/2): The Primacy of Affect and the “Hot Cognition” Hypothesis

Week 7 (3/9): Ambivalence

Week 8 (3/16): Attitude Formation, Change, and Persuasion

Week 9 (3/23): Impact of Attitudes on Perception and Cognition

Week 10 (3/30): Impact of Attitudes on Behavior

Week 11 (4/6): Cognitive Neuroscience of Political Attitudes and Evaluation

Week 12 (4/13): (Mandatory) Research Proposal Consultations (sign up via Calendly link)

Week 13 (4/20): Research Presentations

Week 14 (4/27): Research Presentations

Final Papers due: Monday, May 3, 11:59pm CST

Week 2 (2/2): Conceptualizing Attitudes

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.

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

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.

Week 3 (2/9): **NO CLASS (SPSP Conference)**

Week 4 (2/16): 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.

Week 5 (2/23): Attitude Measurement; Implicit versus Explicit Attitudes

Attitude Measurement

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

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.

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.

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

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.

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.

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.

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.

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.

Week 6 (3/2): 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.

Week 7 (3/9): Ambivalence

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. [Chapters 1, 2, 4]

Optional:

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

Week 8 (3/16): 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.
- Zaller, J. R. (1992). *The nature and origins of mass opinion*. Cambridge University Press. [Chapters 3, 7, 8]
- 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.

- 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.
- 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.

Week 9 (3/23): 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.
- Taber, C. S., & Lodge, M. (2006). Motivated skepticism in the evaluation of political beliefs. *American Journal of Political Science, 50*(3), 755-769.
- Flynn, D. J., Nyhan, B., & Reifler, J. (2017). The nature and origins of misperceptions: Understanding false and unsupported beliefs about politics. *Advances in Political Psychology, 38*, 127-150.

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.
- 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.

Week 10 (3/30): Impact of Attitudes on Behavior

- Bauer, N. M. (2020). Shifting standards: Voter evaluations of female and male candidate qualifications. *Journal of Politics, 82*(1),1-12.

- Ajzen, I., & Fishbein, M. (2005). The influence of attitudes on behavior. In D. Albarracín, B. Johnson, & M. Zanna (Eds.), *The handbook of attitudes* (pp. 173-221). Mahwah, NJ: Erlbaum.
- LaPiere, R. (1934). Attitudes versus actions. *Social Forces*, 13, 230-237.
- 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.
- 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
- 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

Optional:

- Ajzen, I., & Fishbein, M. (1973). Attitudinal and normative variables as predictors of specific behaviors. *Journal of Personality and Social Psychology*, 27, 41-57.
- Fishbein, M., & Ajzen, I. (1974). Attitudes toward objects as predictors of single and multiple behavioral criteria. *Psychological Review*, 81, 59-74.
- Greenwald, A. G., Carnot, C. G., Beach, R., & Young, B. (1987). Increasing voting behavior by asking people if they expect to vote. *Journal of Applied Psychology*, 72(2), 315-318.
- 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.

Week 11 (4/6): Cognitive Neuroscience of Political Attitudes and Evaluation

Neuroscience of Attitudes and Evaluation

- 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.
- Cunningham, W. A., & Zelazo, P. D. (2007). Attitudes and evaluations: A social cognitive neuroscience perspective. *Trends in Cognitive Sciences*, 11, 97-104.
- 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.

Neuroscience of Political Attitudes

- 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.
- 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.
- Haas, I. J., Baker, M. N., & Gonzalez, F. J. (in press). Political uncertainty moderates neural evaluation of incongruent policy positions. *Philosophical Transactions of the Royal Society B*. doi: 10.1098/rstb.2020.0138

Optional:

- Cunningham, W. A., & Brosch, T. (2012). Motivational salience: Amygdala tuning from traits, needs, values, and goals. *Current Directions in Psychological Science*, 21, 54-59.
- 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., 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., Van Bavel, J. J., & Johnsen, I. R. (2008). Affective flexibility: Evaluative processing goals shape amygdala activity. *Psychological Science*, *19*, 152-160.
- 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.
- Damasio, A. R. (1996). The somatic marker hypothesis and the possible functions of the prefrontal cortex. *Philosophical Transactions: Biological Sciences*, *351*, 1413-1420.
- Davidson, R. J., & Sutton, S. K. (1995). Affective neuroscience: The emergence of a discipline. *Current Opinion in Neurobiology*, *5*, 217-224.
- 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
- Haas, I. J., Warren, C., & Lauf, S. L. (2020). Political neuroscience: Understanding how the brain makes political decisions. In D. Redlawsk (Ed.), *The Oxford Encyclopedia of Political Decision Making*. New York: Oxford University Press.
- 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.
- 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.
- 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
- 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
- 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