

Political Science 498: Political Psychology

Fall semester, 2015

Wednesdays 3:30-6:30
Jaffe Building, room B17

Instructor

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Course Description

How do campaign advertisements influence voters' perceptions and behavior? What roles do emotions play in politics? Do we all harbor some measure of racism, sexism, or homophobia, and what role do these stereotypes play in political behavior? How and why do ideologies form, and how does partisanship influence the way that voters understand the political world? How do people perceive threat, and what are the psychological consequences of terrorism?

These questions, and many others, are the province of *political psychology*, an interdisciplinary field that uses experimental methods and theoretical ideas from psychology as tools to examine the world of politics. In this course, we will explore the role of human thought, emotion, and behavior in politics and examine the psychological origins of citizens' political beliefs and actions from a variety of perspectives. Most of the readings emphasize politics in the United States, though the field itself speaks to every aspect of political science.

The course has three learning objectives:

Become (the beginning of) a political psychology expert

You will become familiar with basic theories, concepts, and controversies in political psychology by reading, discussing, and writing about a selection of contemporary works in the field. You will come to appreciate how much we can learn by looking at politics through a psychological lens. There are many topics that we will not cover in this course, but I hope this course gives you a solid overview and piques your interest in learning more about political psychology.

Understand and critically assess research

Reading assignments include journal articles and book chapters with heavy theoretical and empirical emphasis. Through these readings, you will gain a better understanding of how to read contemporary political science research and how to evaluate the theory, empirical results, and substantive implications of academic work. Moreover, because

much of this work is quantitative, students will gain experience understanding and critically assessing research design and quantitative results.

Effectively communicate

You will constantly be working on your communication skills, both written and oral. In post-college life you need to be able to consume and digest large amounts of information and be able to discuss the main ideas competently, present information to others in a clear and direct manner, and write effectively. One goal for this class, therefore, is to hone these important skills that will follow you long after the semester ends.

Text

Jost, John T. and Jim Sidanius. (Eds.) 2004. *Political Psychology: Key Readings*. New York: Psychology / Taylor and Francis.

The book is available at the Penn Bookstore (3601 Walnut St.) Articles and book chapters that are not in *Key Readings* are available on the course Canvas site under Files/Readings/Appropriate class and topic

Requirements

This class is an upper division course, intended for juniors, seniors, and graduate students. The expectations and assignments will reflect the advanced-nature of this course.

First, all students are expected to attend classes and participate in class discussions. Readings should be completed in advance of class meetings. It will be useful if everyone brings the week's readings to class with them. Class participation points are not freebies—they are earned.

Helpful suggestion if you are shy or someone who does not feel comfortable speaking in front of groups: Come to class with a few questions and/or comments about the reading already written out. That will remove some of the stress of coming up with something to say on the spot.

Second, students are required take surveys. These surveys will be made available on Canvas starting at 6:30 on Wednesdays (right after class). I will also send an e-mail to the class with the link after class. These surveys relate to topics that we will discuss the following Wednesday in class. I will analyze and present the results from the class surveys alongside results from published research.

The surveys will vary in length but will typically be quite short (usually 5 minutes, 10 at the most). You will have approximately two days to complete the surveys. At the end of each survey will we receive a randomly generated number. Be sure to keep this code! You will need this to receive credit for taking the surveys by submitting it to the Canvas site.

Third, undergraduate students will write three (graded) short-answer response papers over the course of the semester. The questions corresponding to each week's reading are

available below in the week-by-week schedule. The papers should be 3-4 pages, double-spaced. Students can write a 4th response paper and the lowest grade will be dropped. If a student writes 3 response papers, all three will count toward the final grade.

These are not reaction papers or stream-of-consciousness responses. These are like any other paper assignment, only shorter. That means the papers should be well organized, written clearly, and proofread. The questions vary, and therefore how you go about answering the questions will also vary. But something that all good response papers will have in common is that they will take a position, use evidence from the readings to justify the main argument, and go beyond regurgitating what the authors wrote to also include critical and/or creative thoughts about the week's topic. Also, be sure to answer the question!

Graduate students will write six response papers over the course of the semester. The papers should be 2-3 double-spaced pages in length. Graduate students can write a 7th response paper and the lowest grade will be dropped. The papers should engage at least several of the week's readings by doing one or more of the following:

- Juxtaposing and commenting on alternative explanations for or approaches to a substantive topic;
- Criticizing the methodologies used and proposing other strategies of research;
- Criticizing the conceptualization and/or measurement of a particular construct;
- Analyzing the implications of a set of findings;
- Suggesting new questions or hypotheses for research; and/or
- Identifying similarities to or contrasts with the arguments or research in previous readings.

Fourth, students will give one in-class presentation. The student will present a reading (of my choosing) to the class using slides. The reading will relate to the week's topic but will not have been read by the other students. The audience should understand the main argument of the research, know how the research links to the other readings from the week, and be able to answer basic questions about the paper's claims, theories, and evidence.

A great presentation will go beyond regurgitating the paper's main points and will also offer the presenter's own point of view. This may come in the form of criticizing the methodology, analyzing the implications of the findings, or suggesting new research questions or hypotheses that come from this reading. Alternatively (or in addition to), a great presentation will build bridges between the assigned reading and the other readings on the topic by discussing: how the paper addressed a question unanswered by the other readings; whether the paper contradicts, corroborates, or extends another reading from the week; or the methodology used in the paper compared to other readings on the topic. By critically analyzing the research and posing additional questions, a great presentation should generate discussion among the audience.

Presentations should be roughly 20 minutes. Presentations that run long will be penalized. Examples of presentations are available on Canvas. Students should upload their slides to Canvas before class so that I can load the slides onto the classroom computer.

I will send around a survey in which you will rank order your preference of topics and will allow you to make a note of any classes that you know in advance you will miss. Then I will assign presentations to students during the second week of class.

Fifth, the final project for this class will be an empirical research design paper. In it, you will lay out a tractable research question. Students are not required to answer the question, but it needs to be answerable. The question will ask how some independent variable(s) affects a dependent variable. The paper also needs to specify a political psychology theory that connects the independent and dependent variables together. Finally, the paper must discuss the kinds of evidence that a scholar would collect to answer the question. Think of the paper this way: the end result should look like the first 50% of academic papers assigned during the term: stating a question, outlining a theory, and stating how data will support the theory, without generating the evidence to test it. The research proposal should be 12-15 pages in length and will be due at the assigned final exam time (selected by the registrar).

Grading breakdown

Participation: 25%

5% taking surveys and attendance

20% class participation

Undergraduate short response papers: 30% (3 graded response papers, 10% each)

Graduate short response papers: 30% (6 graded response papers, 5% each)

In-class presentation: 15%

Final research proposal: 30%

All assignments must be completed and submitted to the instructor to receive credit. Failure to complete any assignment may result in a failing grade for the class.

If a student would like to appeal a grade, she must do so in writing within two weeks of the assignment being handed back. In the appeal, the student must respond to the instructor's comments or areas where points were taken off and justify why additional points are appropriate.

Due dates, late policies, and conflicts

Short response papers are due by **12pm the day of Wednesday** of a given class. Put another way, the papers are due three and a half hours **before** the start of class. Response papers should be submitted via Canvas. If the response paper is late, then that paper will be docked ½ letter grade (so an A paper becomes an A-, an A- becomes a B+, etc). No response papers will be accepted after the official start of class.

A note about the shorter papers: Students must take responsibility for submitting the correct number of response papers. The instructor will not follow up with students to make sure they are on track to submit enough response papers. There are 13 substantive

classes during the semester. Students are in charge of organizing their schedules so that they submit the correct number of assignments. Please see the note above that failure to complete any assignment may result in a failing grade in the class

Class surveys are due by 11:59pm on the Friday following a class. The surveys will become available at 6:30pm on Wednesday (directly after class) and must be completed by Friday night. At the end of each survey will we receive a randomly generated number. Be sure to keep this code! To get credit for taking the surveys you must:

- Log onto Canvas
- Find the appropriate assignment
 - The first assignment is called: “survey before class #02 – are we rational?”
- Click “submit the assignment”
- There is a text editor to submit your assignment. In that space, paste the code from the end of the survey
- Click “submit the assignment”

Final research papers are due on Wednesday, December 16th. They must be submitted via Canvas. The official final exam time is between 3-5pm. All papers must be submitted by 5pm. If the response paper is late, then that paper will be docked ½ letter grade (so an A paper becomes an A-, an A- becomes a B+, etc).

All the assignment dates are above, so students should let the instructor know within the first two weeks of class about excused absences, such as Penn sporting events and religious holidays, that conflict with the deadlines.

Statement of academic integrity

Students are bound to uphold the Code of Academic Integrity. The code prohibits activities that “have the effect of intention of interfering with education, pursuit of knowledge, or fair evaluation of a student’s performance.” Students are responsible for fully adhering to the code; the details can be found online at <http://www.upenn.edu/academicintegrity/>. Please note that ignorance of these guidelines is no excuse for failure to comply with them.

Communication

All students are required to have an email account that they check regularly. Not checking your email will not be an excuse for missing an assignment or reading.

Classroom Culture

Many topics discussed in a political psychology course have the possibility to be sensitive. A diverse class allows for stimulating conversation and debate, but all topics must be discussed in a respectful and constructive manner.

How to read and retain an article

As you do the readings, it is helpful to keep the following questions in mind. You will notice that I will often ask these questions during discussions:

1. TYPE: What type of reading is this? Is it a theoretical piece? Is it a literature review? Is it an empirical piece?
2. PROPOSITIONS / HYPOTHESES: What are the propositions, or hypotheses, advanced by the author?
3. EVIDENCE: If this is a theoretical piece, what are the justifications? If it is a literature review, what are the sources? If it is an empirical piece, what data are analyzed?
4. CONCLUSIONS: What are the conclusions that the author reaches? Are they justified given the evidence presented?
5. REMARKS: What are your reactions to this piece? What questions does it answer? What does it leave unanswered? If you have criticisms, how would you improve upon the piece?

Weekly overview

August 26th – Introduction

No reading

September 2nd – Are we rational?

What is political psychology, what are its historical origins, and how is it commonly studied? What is rational choice theory, and how do rational choice theorists and psychologists differ in their approaches to decision-making? What is prospect theory? How do we make decisions under conditions of uncertainty and ambiguity?

Short-answer response: Do you see normative (rational choice / economic) and descriptive (behavioral decision theory) analyses as inherently opposed to one another, or can you conceive of ways in which they might be integrated? Be sure to take a position and back up your claim with evidence.

Required reading

McGuire, William J. “The Poly-Psy Relationship: Three Phases of a Long Affair.” In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 1: pp. 22-32).

Chong, Dennis. “Degrees of Rationality in Politics.” In David O. Sears, Leonie Huddy, and Robert Jervis (eds.) *Oxford Handbook of Political Psychology* (Chapter 4). Only up until section titled “Measuring Performance.”

Quattrone, George A. and Amos Tversky. “Contrasting Rational and Psychological Analysis of Political Choice.” In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 14: pp. 244-258).

Jervis, Robert. "The Drunkard's Search." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 15 pp. 259-270).

Optional but highly recommended: Jordan, Christian H. and Mark P. Zanna. "Appendix: How to Read a Journal Article in Social Psychology." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Appendix: pp. 467-476).

September 9th: Learning and the formation of the political self

Is personality related to political orientation? Do conservatives and liberals think about politics differently? How much of our political differences can we ascribe to personality variables? Do genes (partially) cause political behaviors? How do we know whether (and how much) genes matter? How do parents influence the political outlook for their children? How do other contextual influences affect the development of (and changes to) political attitudes?

Short-answer response: Drawing on the personality and socialization research, do the theories and subsequent predictions apply to your own political outlook or not? Be sure to describe which theories and predictions you think accurately reflect your political attitudes and behaviors. If the theories and predictions do not apply to you, what parts of the theories do you think are flawed or should be updated?

Required reading

Genetics: Alford, John R., Carolyn L. Funk, and John R. Hibbing. 2005. "Are Political Orientations Genetically Transmitted?" *American Political Science Review* 99(2): 153-167.

Personality: Gerber, Alan S., Gregory A. Huber, David Doherty, and Conor M. Dowling. 2011. "The Big Five Personality Traits in the Political Arena." *Annual Review of Political Science* 14: 265-287.

Political Socialization: Sears, David O. 1983. "The Persistence of Early Political Predispositions" *Review of Personality and Social Psychology* 4: 79-110.

Political Socialization: Jennings, M. Kent. 1987. "Residues of a Movement: The Aging of the American Protest Generation." *American Political Science Review* 81(2): 367-382.

Political Socialization: Cox, Amanda. The Upshot. "How Birth Year Influences Political Views." *New York Times*. (July 7, 2014).

September 16th: Authoritarianism, Obedience, and Conformity

What is the "authoritarian personality" and why was this concept developed? Why are the classic studies in political psychology about authority and submission? Why do

humans have a tendency to obey authority figures and adopt social roles? What happens when good people and bad situations are brought into direct confrontation?

Short-answer response: Professor Philip Zimbardo testified as an expert witness in one of the military trials that charged an American soldier for his involvement in abusing prisoners at the Abu Ghraib prison in Iraq. Based on this week's readings, do you think the prosecution or defense called Professor Zimbardo to testify? What information do you think Professor Zimbardo conveyed to the court, and do you think this information should have swayed a jury?

If you are unfamiliar with the Abu Ghraib prisoner abuse cases: https://en.wikipedia.org/wiki/Abu_Ghraib_torture_and_prisoner_abuse

Required reading

Brown, Roger. "The Authoritarian Personality and the Organization of Attitudes." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 2: pp. 39-68).

Milgram, Stanley. 1971. *Obedience to Authority*. New York: Harper Perennial. Chapters 1-4.

Zimbardo, Phillip. G. Haney, W.C. Banks, and D. Jaffe. 1974. "The Mind is a Formidable Jailer: A Pirandellian Prison." *New York Times Magazine*, Section 6, 36.

Ash, Solomon E. 1955. "Opinions and Social Pressure." *Scientific American* 193(5): 31-35.

September 23rd: Political knowledge and heuristics

How much knowledge do American citizens have, and how do we know whether someone has enough information to make a politically sound choice? What are heuristics, and how well do they operate as substitutes for political knowledge?

Short-answer response: Do you trust an average American citizen to make a "good" or "right" political choice? Why or why not?

Required reading

Delli Carpini, Michael X. "An Overview of the State of Citizens' Knowledge about Politics." Annenberg School for Communication Departmental Papers.

Popkin, Samuel L. 1991. *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns*. Chapter 2.

Kuklinski, James H., and Paul J. Quirk. 2000. "Reconsidering the Rational Public: Cognition, Heuristics, and Mass Opinion." In Arthur Lupia, Matthew D. McCubbins, and

Samuel L. Popkin (eds.), *Elements of Reason: Cognition, Choice, and the Bounds of Rationality*. New York: Cambridge University Press.

Lau, Richard R., and David P. Redlawsk. 2001. "Advantages and Disadvantages of Cognitive Heuristics in Political Decision Making." *American Journal of Political Science* 45(4): 951-971.

September 30th: Information Processing

How do we process new information? What is motivated reasoning, and how does the concept relate to how we generally arrive at conclusions? What is cognitive dissonance, and how do our psychological need for internal consistency affect our attitudes? Why are these processing shortcuts and biases important in the study of politics?

Short-answer response: Using the different theories from the readings, explain why there are American voters who believe that Barack Obama is not an American citizen despite President Obama releasing his birth certificate. From a psychological standpoint, what, if anything, would make a "birther" believe that Obama was born in the United States?

If you are unfamiliar with the "birther" movement:
https://en.wikipedia.org/wiki/Barack_Obama_citizenship_conspiracy_theories

Required reading

Kunda, Ziva. 1990. "The Case for Motivated Reasoning." *Psychological Bulletin* 108(3): 480-498.

Lodge, Milton, and Charles Taber. 2000. "Three Steps toward a Theory of Motivated Political Reasoning." In Lupia, McCubbins, and Popkin (eds.), *Elements of Reason*.

Festinger, Leon and James M. Carlsmith. 1959. "Cognitive Consequences of Forced Compliance." *The Journal of Abnormal and Social Psychology* 58(2): 203-210.

Redlawsk, David P., Andrew J.W. Civettini, and Karen M. Emmerson. 2010. "The Affective Tipping Point: Do Motivated Researchers Ever 'Get It'?" *Political Psychology* 31(4): 563-593.

October 7th: Ideology and Public Opinion

What is ideology and how does it develop? Can we speak of a meaningful ideology in the mass public?

Short-answer response: Converse's chapter on mass belief systems is a classic and spawned an entire literature on mass belief systems, ideology, and ideological constraint. How does Converse evaluate the competence of the ordinary citizen? How does he reach this position? Is this a fair assessment, in your view? Is holding an ideological belief system either a necessary or sufficient condition for adequately understanding politics?

Required reading

Converse, Philip E. "The Nature of Belief Systems in Mass Publics." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 10 pp. 181-199).

Conover, Pamela Johnson and Stanley Feldman. "The Origins and Meaning of Liberal / Conservative Self-Identifications." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 11 pp. 200-216).

John, John T. 2006. "The End of the End of Ideology." *American Psychologist* 61(7): 651-670.

Tetlock, Philip E. "Cognitive Style and Political Belief Systems in the British House of Commons." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 14 pp. 230-240).

October 14th: The Importance of Groups—social identity theory

What is Social Identity Theory, and how does this theory answer the question of how intergroup conflict arises? Based on this strand of research, are we surprised that discrimination, stereotyping, and prejudice exist? What types of (and how do) social identities become politically relevant? What is ethnocentrism, and how do ethnocentric attitudes affect opinions?

Short-answer response: What are the most important similarities and differences among social identity theory and social justification theory? How do the two theories together help us understand intergroup relations?

Required reading

Tajfel, Henri and John C. Turner. "The Social Identity Theory of Intergroup Behavior." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 16 pp. 276-293).

Jost, John T. and Mahzarin R. Banaji. "The Role of Stereotyping in System Justification and the Production of False Consciousness." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 17 pp. 294-314).

Huddy, Leonie. "Group Identity and Political Cohesion." In David O. Sears, Leonie Huddy, and Robert Jervis (eds.) *Oxford Handbook of Political Psychology* (Chapter 15: 511-558).

Kinder, Donald R. and Cindy D. Kam. 2009. *Us Against Them: Ethnocentric Foundations of American Opinion*. Chicago: University of Chicago Press. Chapters: 1, 2, 3 (pp: 7-69).

October 21st: The Importance of Groups—race politics in the U.S.

What is symbolic racism, what evidence supports the theory, and what are the critiques of the theory? Was Obama's campaign for the presidency in 2008 "post-racial"? How do scholars measure racial biases in their research?

Short-answer response: One interesting extension of the readings from this week is whether Obama's presidency went beyond "racializing" vote preferences to produce a "spillover of racialization." In other words, did public responses to policies strongly associated with Obama also become polarized by racial attitudes? One example of this might be the Affordable Care Act, commonly referred to as Obamacare.

Drawing on this week's readings, write out testable hypotheses relating a person's racial attitudes to their support of (or opposition to) the Affordable Care Act. Then write out how a scholar would test the hypotheses you previously laid out. Be sure to describe what sort of data would need to be collected (survey, experimental, etc) and what the data would need to show to support your hypotheses.

Required reading

Sears, David O., Colette van Laar, Mary Carrillo, and Rick Kosterman. "Is it Really Racism? The Origins of White Americans' Opposition to Race-Targeted Policies." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 20 pp. 358-378).

Tesler, Michael and David O. Sears. 2010. *Obama's Race. The 2008 Election and the Dream of a Post-Racial America*. Chapters 1, 2, 3 (pp: 1-74).

Correll, Joshua, Bernadette Park, Charles M. Judd, and Bernd Wittenbrink. 2002. "The Police Officer's Dilemma: Using Ethnicity to Disambiguate Potentially Threatening Individuals." *Journal of Personality and Social Psychology* 83: 1314-1329.

October 28th: The importance of the media

How powerful is the media? What are the major psychological processes that allow the news media to influence our political attitudes? How can we properly study whether and when media influence opinions?

Short-answer response: Does priming exist? Be sure to take a position, use the readings to justify your position, and address what someone who takes the opposite position might say.

Required reading

Iyengar, Shanto, Mark D. Peters, and Donald R. Kinder. "Experimental Demonstrations of the "Not-So-Minimal" Consequences of Television News Programs." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 7 pp. 139-149).

Nelson, Thomas E., Rosalee A. Clawson, and Zoe M. Oxley. 1997. "Media Framing of a Civil Liberties Conflict and its Effect on Tolerance." *American Political Science Review* 91(3): 567-583.

Krosnick, Jon A. and Donald R. Kinder. "Altering the Foundations of Support for the President through Priming." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 14 pp. 150-162).

Lenz, Gabriel S. 2009. "Reconsidering the Priming Hypothesis." *American Journal of Political Science* 53(4): 821-837.

November 4th: I've got a feeling—Affect and Emotions

Emotions in politics: are they a distraction, a necessary evil, or indispensable for politics? How do emotions trigger different cognitive processes in the evaluation of candidates and their policies?

Short-answer response: Marcus and MacKuen propose a two-dimensional model of emotional responses to political campaigns. Are there other emotional dimensions (in addition to anxiety and enthusiasm) that you feel should be considered? In doing so, be sure to: lay out hypotheses about the expected relationship between the emotion and responses to political campaigns, describe how a scholar would measure the proposed emotion (experimentally, with a survey, etc), and describe what the data would need to show to support your hypotheses.

Required reading

Marcus, George E., and Michael B. MacKuen. "Anxiety, Enthusiasm, and the Vote: The Emotional Underpinnings of Learning and Involvement During Presidential Campaigns." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 6 pp. 163-176).

Lodge, Milton, and Charles S. Taber. 2005. "The Automaticity of Affect for Political Leaders, Groups, and Issues: An Experimental Test of the Hot Cognition Hypothesis." *Political Psychology* 26(3): 455-482.

Brader, Ted. 2005. "Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions." *American Journal of Political Science* 49(2): 388-405.

Gadarian, Shana Kushner and Bethany Albertson. 2014. "Anxiety, Immigration, and the Search for Information." *Political Psychology* 35(2): 133-164.

November 11th: Conflict and Violence

What are the different forms of evil-doing, and why do these differences matter? What are the theoretical explanations of political violence? What drives a person to kill himself in the name of politics or religion?

Short-answer response: What are the psychological processes by which people are socialized into committing acts of evil within institutional settings? Drawing on what we have learned in previous weeks (authoritarian personalities, social conformity, obedience,

etc), which psychological process (described in Darley) do you think is the strongest socializing agent into committing acts of evil?

Required reading

Darley, John M. "Social Organization for the Production of Evil." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 21: pp. 383-410).

Eckstein Harry. "Theoretical Approaches to Explaining Collective Political Violence." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 23 pp. 432-448).

Merari, Ariel. 2010. *Driven to Death: Psychological and Social Aspects of Suicide Terrorism*. New York: Oxford University Press. Chapters 5 (pp. 83-101) and 6 (pp. 103-146).

November 18th: Understanding Threats—Psychological Consequences of Terrorism

What are the psychological consequences of terrorism? How do our emotions influence our views about the 9/11 terrorist attacks?

Short-answer response: After digesting this week's readings, what sorts of questions on how people react to terrorism are still left unanswered? Come up with three research questions related to this week's topic (although it can incorporate theories from previous weeks). Remember, research questions should be direct, straightforward, and answerable. For two of the research questions, write out testable hypotheses. The hypotheses should assert a directional relationship between a dependent variable and an independent variable. And while you do not need to provide a full theoretical justification for the proposed relationship, the hypotheses should not be too far fetched. Finally, for one of the hypotheses, describe what sort of data a researcher would collect in order to test the hypothesis. What do the data need to show in order to support your hypothesis?

Required reading

Small, Deborah A., Jennifer S. Lerner, and Baruch Fischhoff. 2006. "Emotion Priming and Attributions for Terrorism: Americans' Reactions in a National Field Experiment." *Political Psychology* 27(2): 289-298.

Landau, Mark J., et al. 2004. "Deliver Us from Evil: The Effects of Morality Salience and Reminders of 9/11 on Support for President George W. Bush." *Personality and Social Psychology Bulletin* 30(9): 1136-1150.

Merolla, Jennifer and Elizabeth Zechmeister. 2009. *Democracy at Risk: How Terrorist Threats Affect the Public*. Chicago: Chicago University Press. Chapter 1 (pp. 25-48) and Conclusion (pp. 177-199).

November 25th (No class)

December 2nd: Political Elites

What is the comparative impact of individual and situational variables on leadership: Is leadership a matter of being the right person, or is it due more to being at the right place at the right time? How does personality translate into leadership style? Are great leaders and popular leaders often the same, or do different factors create a great versus popular president?

Short-answer response: What additional situational, cultural, and political factors can you identify that might moderate the validity of Winter's conclusions about the causes of success and failure in political leadership?

Required reading

Winter, David G. "Leader Appeal, Leader Performance, and the Motive Profiles of Leaders and Followers: A Study of American Presidents and Elections." In John T. Jost and Jim Sidanius (eds.) *Political Psychology*. (Reading 6: pp. 124-134).

Renshon, Stanley. 2005. "George W. Bush's Cowboy Politics: An Inquiry." *Political Psychology* 26(4): 585-614.

Simonton, Dean Keith. 1988. "Presidential Style: Personality, Biography, and Performance." *Journal of Personality and Social Psychology* 55(6): 928-936.

Greenstein, Fred I. 1994. "The Two Leadership Styles of William Jefferson Clinton." *Political Psychology* 15(2): 351-361.

No presentation this week