Course Description and Objective: This course is designed to offer you a lens through which to view human nature and why it functions the way that it does. That lens is the psychological underpinnings of political life. When this course is over, you should have a general understanding of three things:

1) Micro-level processes that affect politics such as cognition, emotions and political attitudes as well as interactive processes such as group behavior and societal influence.
2) Different ways to study political psychology empirically
3) The competency of the American public when it comes to political decision-making, thinking and behavior

Readings: Readings can be found on blackboard online. Some readings will be articles and some will be book chapters. Instead of making you buy outrageously overpriced books, I’ve scanned these chapters myself. However, most of the work on political psych comes from academic journals. I have tried to minimize these readings but some are unavoidable. I do not expect you to understand the statistics in these journal articles. However, you should comprehend what the studies did and how they went about their research generally. Readings WILL be covered on tests so I strongly recommend reading them on time and writing a short paragraph summary to study from instead of waiting until the night before a test and cramming them.

Exams: I have planned for three exams instead of two. This means there will be LESS material on each.

Statement Paper: You will have one written assignment due IN class on the last day. For this paper you will need to make a final statement about whether the American public is politically competent and capable of making informed, rational decisions about political matters. More detailed instructions will be given later in the course. Paper length: 4-5 pages double-spaced.

Grading Scale for Final Semester Grades

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
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<tr>
<td>93-90</td>
<td>A-</td>
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<tr>
<td>89-87</td>
<td>B+</td>
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<td>86-84</td>
<td>B</td>
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<td>83-80</td>
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<td>79-77</td>
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<td>66-60</td>
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<td>59-0</td>
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Assignment Percentage Breakdown:

- Test I 25%
- Statement Paper: 20%
- Test II 25%
- Participation: 5%
- Test III 25%
Extra Credit: There will be an opportunity to participate in a research study in the Political Science department for one extra credit point on your final grade. If for any reason you object to participating in a research study, you may complete an alternative assignment as specified by the instructor.

Late Assignments, Incompletes, Extensions and Make-Up Exams: Late assignments will be docked 5 percent per day (half letter grade), for each day that a project is late (including weekends). There will be no make-up exams and I will not grant incompletes in the course, except in cases of emergency or where university policy applies. Doctor’s notes are expected for medical excuses. If you miss an exam without a valid excuse, you will receive a zero.

Office Hours: Having trouble? Have questions? Come on by. I promise it will be helpful.

Laptop Policy: No laptops in class. Trust me, you will walk away having learned more because of this.

Syllabus Policy: I reserve the right to make changes to the syllabus if necessary.

ASSIGNMENTS

READINGS SHOULD BE DONE BY WEDNESDAY WHEN CLASS BEGINS EXCEPT WHERE NOTED

INTRO WEEK
Readings: How to Read a Psych Article (This reading due Friday)

Monday, January 27: Introduction
Wednesday, January 29: What is Political Psych? Micro vs. Macro Trends
Friday, January 31: Research Methods for Political Psych

COGNITION WEEK 1
Readings: Kahneman, Thinking Fast and Slow Chapters 1-4

Monday, Feb 3: Affect and Motivated Reasoning 1
Wednesday, Feb 5: Affect and Motivated Reasoning 2
Friday, Feb 7 Dual Process Models

COGNITION WEEK 2
Readings: Kahneman, Thinking Fast and Slow Chapter 25-26
McDermott, Prospect Theory In International Relations: The Iran Hostage Rescue Mission

Monday, Feb 10: Heuristics 1
Wednesday, Feb 12: Heuristics 2/ Prospect Theory 1
Friday, Feb 14: Prospect Theory 2: Applications for Political Science
PARTISANSHIP WEEK
Readings: The American Voter Revisited Chapters 6-7

Monday, Feb 17: Origins of Partisanship
Wednesday, Feb 19: Partisanship as an Identity
Friday, Feb 21: Behavioral Implications of Partisanship

IDEOLOGY WEEK
Readings: Carney, Jost, Gosling and Potter, The Secret Lives of Liberals and Conservatives
Political Ideology: It’s Structure, Functions and Elective Affinities

Wednesday, Feb 26: Ideology 2: Psychological & Behavioral Differences Between Ideologies
Friday, Feb 28: Ideology 3: Perceptions of Ideology

AUTHORITARIANISM
Readings: Altemeyer, Enemies of Freedom Chapters 1 and 3 (This reading due Monday)
Stenner, The Authoritarian Dynamic pages 13-25

Monday, March 3: History of Authoritarianism
Wednesday, March 5: Authoritarianism 2
Friday, March 7 ****TEST 1****

EMOTIONS WEEK
Readings: Brader, Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions

Monday, March 10: Introduction to Emotions/Anxiety, Fear, Enthusiasm 1
Wednesday, March 12: Anxiety, Fear, Enthusiasm 2/ Irrelevant Events 1
Friday, March 14: Irrelevant Events 2

SPRING BREAK WEEK: NO CLASS Monday, March 17 - Friday, March 21

GROUPTHINK AND SOCIAL CONFORMITY WEEK
Readings: Janis, The Groupthink Syndrome
Janis, The Perfect Failure: The Bay of Pigs

Monday, March 24 Groupthink 1
Wednesday, March 26 Groupthink 2
Friday, March 28 Pluralistic Ignorance
PRIMING AND ENVIRONMENTAL INFLUENCE

Monday, March 31 Priming Introduction
Wednesday, April 2 Voting Environment
Friday, April 4 Visceral Fit

MEDIA WEEK
Readings: Scheufele & Tewksbury, Framing, Agenda Setting and Priming: The Evolution of the Three Media Effects Models

Monday, April 7: Agenda Setting, Priming
Wednesday, April 9: Framing
Friday, April 11: ***TEST 2***

YOU’RE LUCKY THERE’S NO CLASS WEEK
Monday, April 14: NO CLASS, PASSOVER
Wednesday, April 16: NO CLASS, PROFESSOR AT CONFERENCE
Friday, April 18: NO CLASS, PROFESSOR AT CONFERENCE

SOCIAL NORMS WEEK
Readings: Miller and Prentice, The Construction of Social Norms and Standards
Second reading TBD

Monday, April 21: Introduction to Norms
Wednesday, April 23: Using Norms in Political Environments 1
Friday, April 25: Using Norms in Political Environments 2

PREJUDICE AND RACISM WEEK
Readings: Mendelberg, Crafting, Conveying and Challenging Implicit Racial Appeals: Campaign Strategy and News Coverage

Monday, April 28: Origins of Racism and Symbolic vs. Realistic Group Conflict
Wednesday, April 30: Racism in Politics and Elections 1
Friday, May 2: Racism in Politics and Elections 2

GROUP CONFLICT & GENOCIDE:
Readings: Monroe, Cracking the Code of Genocide
Sherif, M. Super Ordinate Goals in the Reduction of Intergroup Conflict.

Monday, May 5: Conflict and Genocide 1
Wednesday, May 7: Conflict and Genocide 2
Friday May 9: Remedies and Solutions to Group Conflict
University Policies

ACADEMIC INTEGRITY
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

AMERICANS WITH DISABILITIES ACT
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

CRITICAL INCIDENT MANAGEMENT
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.