

# PS4217F: Political Psychology

Department of Political Science – Western University, Fall 2022  
Thursday 12:30pm-2:30pm, SSC 7210  
Instructor: Dr. Mathieu Turgeon  
Email: mturgeo4@uwo.ca  
Office hours: Monday from 12-2pm or by appointment

## Course description

The field of political psychology is vast and cuts through many subfields of political science. The focus in this course is about how theories of psychology apply to explain people's political attitudes and behaviours. In particular, the course is about how people receive, process, and use information they receive from their environment, interactions with others, the news media, and political elites to develop, change or maintain their political attitudes and make political decisions. Topics to be explored include information processing, emotions, political attitudes, candidate evaluations, racial prejudice, and political polarization.

## Course material

All readings are available electronically through Western Libraries and the course's OWL site.

## Course assessment

Students will be assessed as follows:

- **Class participation (15%):** students will be responsible to sign up for leading class discussion at least three (3) times during the semester. See the Excel spreadsheet in the Resources tab on OWL to learn about the reading weeks you are responsible.
- **5 reading quizzes each worth 2%:** I expect students to do all the required readings. To ensure that students keep up with the readings, I will apply five reading pop-up quizzes during the semester.
- **2 short essays each worth 25%:** Students are required to produce two essays of about 1250 words each in response to two prompts. The first prompt will be distributed on October 13 and the second on November 17. The first essay is due on OWL on **November 16, no later than 11:55pm** and the second on **December 4, no later than 11:55pm**. No late essay will be accepted.
- **Final exam (25%):** Students will be given a cumulative in-class final exam on **December 8**. The exam will consist of five short-answer questions.

## Topics and readings

### Week #1 (September 8): Introduction to Political Psychology

Review of syllabus and class organization.

1. Huddy L., D. O. Sears, & J. S. Levy. 2013. "Introduction: Theoretical Foundations of Political Psychology." In Huddy L., D. O. Sears, & J. S. Levy, eds, *Oxford Handbook of Political Psychology*. 2nd Edition, Oxford University Press.
2. Houghton, D. P. 2014. *Political psychology: Situations, individuals, and cases*. Routledge. Chapters 1 and 2.

## **Week #2 (September 15): Movie session and class discussion**

## **Week #3 (September 22): Information processing: a cognitive approach**

1. Lupia, Arthur. 1994. "Shortcuts versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections." *American Political Science Review* 88: 63-76.
2. Kuklinski, James. H., Paul J. Quirk, Jennifer Jerit, and Robert F. Rich. 2001. "The Political Environment and Citizen Competence." *American Journal of Political Science*, 45: 410-424.
3. Hayes, Danny and Mathieu Turgeon. 2010. "A Matter of Distinction: Candidate Polarization and Information Processing in Election Campaigns." *American Politics Research* 38: 165-192.

## **Week #4 (September 29): Information processing and emotions**

1. Arceneaux, K. and Vander Wielen, R.J., 2017. *Taming intuition: How reflection minimizes partisan reasoning and promotes democratic accountability*. Cambridge University Press. Chapters 1 and 2.
2. Redlawsk, D. ed., 2006. *Feeling politics: Emotion in political information processing*. Springer. Chapters 1 and 2.

## **Week #5 (October 6): Information processing and vote choice**

1. Lodge, M. and Taber, C.S., 2013. *The rationalizing voter*. Cambridge University Press. Chapters 1 and 2.
2. Lau, R.R. and Redlawsk, D.P., 2006. *How voters decide: Information processing in election campaigns*. Cambridge University Press. Chapters 1 and 2.

## **Week #6 (October 13): Political attitudes and revealing preferences**

1. Zaller, John and S. Feldman. 1992. "A Simple Theory of the Survey Response: Answering Questions Versus Revealing Preferences." *American Journal of Political Science* 36: 579-616.
2. Turgeon, Mathieu. 2009. "'Just Thinking': Attitude Development, Public Opinion, and Political Representation." *Political Behavior* 31: 353-378.

## **Week #7 (October 20): Candidate evaluations and electoral campaigns**

1. Lenz, G.S., 2013. *Follow the leader?: how voters respond to politicians' policies and performance*. University of Chicago Press. Chapters 1 and 2.
2. Brader, T., 2020. *Campaigning for hearts and minds*. University of Chicago Press. Chapters 1 and 2.

## **Week #8 (October 27): Decision-Making and Judgment**

1. Redlawsk, David P., and Richard R. Lau. 2013. "Behavioral Decision-Making." In L. Huddy, D. O. Sears, and J. S. Levy, eds., *The Oxford Handbook of Political Psychology*. Oxford: Oxford University Press.
2. Tversky, Amos, and Daniel t. Kahneman. 1974. "Judgment under Uncertainty: Heuristics and Biases." *Science* 185: 1124-31.

## **Week #9 (November 3): Reading week**

## **Week #10 (November 10): Media Effects**

1. Nelson, Thomas E., et al. 1997. "Media Framing of a Civil Liberties Conflict and Its Effect on Tolerance." *American Political Science Review* 91: 567-584.

2. Druckman, James. 2004. "Political Preference Formation: Competition, Deliberation, and the (Ir)relevance of Framing." *American Political Science Review* 98: 671-686.
3. Cacciatore, M.A., Scheufele, D.A. and Iyengar, S., 2016. The end of framing as we know it . . . and the future of media effects. *Mass communication and society*, 19(1), pp.7-23.

### **Week #11 (November 17): Race, Racial Priming and Racial Prejudice**

1. Gilliam Jr., F. D. and S. Iyengar. 2000. "Prime Suspects: The Influence of Local Television News on the Viewing Public." *American Journal of Political Science* 44: 560-573.
2. Tesler, Michael. 2012. "The Spillover of Racialization into Health Care: How President Obama Polarized Public Opinion by Racial Attitudes and Race." *American Journal of Political Science* 56: 690-704.
3. Turgeon, M. and Habel, P., 2021. Prejudice, Political Ideology, and Interest: Understanding Attitudes Toward Affirmative Action in Brazil. *Political Psychology*. 43: 489-510.

### **Week #12 (November 24): Intergroup Relations and Polarization I**

1. Iyengar, Shanto, Gaurav Sood, and Yphtach Lelkes. 2012. "Affect, Not Ideology: A Social Identity Perspective on Polarization." *Public Opinion Quarterly* 76: 405-31.
2. Iyengar, Shanto, and Sean J. Westwood. 2015. "Fear and loathing across party lines: New evidence on group polarization." *American Journal of Political Science* 59: 690-707.

### **Week #13 (December 1): Intergroup Relations and Polarization II**

1. Druckman, J.N., Klar, S., Krupnikov, Y., Levendusky, M. and Ryan, J.B., 2022. (Mis) estimating affective polarization. *The Journal of Politics*, 84(2), pp.1106-1117.
2. Merkley, E., 2020. Polarization eh? Ideological divergence and partisan sorting in the Canadian mass public.

### **Week #14 (December 8): In-Class Final Exam**

## **APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE**

### **Prerequisite checking - the student's responsibility**

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

### **Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

### **Use of Personal Response Systems ("Clickers")**

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar*  
<http://www.westerncalendar.uwo.ca/>)

**"Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

### **Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

### **Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

### **Academic Offences**

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Submission of Course Requirements**

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

**THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.**

### **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

## **Absences from Final Examinations**

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

**Note:** Missed work can only be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

## **Accommodation and Accessibility**

### **Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the

Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

## **Accommodation Policies**

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

## **Academic Policies**

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy,

[https://www.uwo.ca/univsec/pdf/policies\\_procedures/section1/mapp113.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf),

the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

During exams/tests/quizzes, no electronic devices (e.g. a phone, laptop, iPad) are allowed and must be powered down and stored out of reach.

**Scholastic offences** are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked multiple-choice tests and exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

If a course uses remote proctoring, please be advised that you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including

some biometric data) and the session will be **recorded**. Completion of a course with remote proctoring will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at:

<https://remoteproctoring.uwo.ca>.

## Support Services

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

if you have any questions regarding accommodations.

Learning-skills counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

## Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

**Plagiarism Checking:** "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

**Multiple-choice tests/exams:** "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. [https://www.uwo.ca/univsec/academic\\_policies/index.html](https://www.uwo.ca/univsec/academic_policies/index.html)

### PLAGIARISM\*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

#### **A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991