

POLS 3850 Political Psychology

Spring 2026

Course and Contact Information

Instructor: Fatih Erol

Class Hours: MWF 11:30 AM – 12:20 PM

Class Location: Administration Building, Room 227

Office Hours: Mondays 2:30 PM – 4:30 PM

Office Location: 334 Administration Building

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Course Description

This course examines the psychological foundations of political thought and behavior. We explore how cognitive processes, emotions, personality traits, biological factors, and social identities shape political attitudes, decision-making, and participation. The course covers core topics including ideology, authoritarianism, social dominance, group identity, information processing, motivated reasoning, emotions, morality, polarization, and the psychology of foreign policy and conflict. Students will engage with cutting-edge comparative research in political psychology while developing practical research skills to design and analyze empirical studies examining political phenomena through a psychological lens.

Course Objectives

This course provides students with theoretical understanding and practical research skills in political psychology. Through lectures, discussions, and hands-on research assignments, students will develop competencies in understanding how psychological factors shape political attitudes and behaviors, critically evaluating political psychology research, and designing empirical research projects that bridge psychology and political science.

Expected Learning Outcomes

By the end of the course, students will be able to:

- explain the psychological foundations of political attitudes and behaviors,
- evaluate competing theoretical perspectives on political cognition, emotion, and decision-making,
- analyze the role of personality, biology, and social identity in shaping political preferences,
- develop original research questions in political psychology,
- design and execute empirical research using observational and experimental approaches,
- analyze political data using appropriate statistical methods, and
- communicate research findings effectively through academic writing.

Political Analysis and Methodology Undergraduate Academic Certificate

This class contributes to the requirements of the [Political Analysis and Methodology Undergraduate Academic Certificate](#).

Grading

Your final grade will be determined by reading quizzes, attendance, and a series of research paper drafts. There are a total of 100 points possible over the course of the semester.

- Weekly Reading Quizzes (2 points each, 15 quizzes): **30** points
- In-Class Attendance and Participation: **10** points
- Draft 1 (Introduction and Research Question): **10** points
- Draft 2 (Theory and Hypotheses): **10** points
- Draft 3 (Research Design): **10** points
- Draft 4 (Complete Research Paper): **30** points
- Optional Extra Credit: Attend Spring 2026 Malcolm Renfrew Interdisciplinary Colloquium (March 24): **2** points
- Optional Extra Credit: Attend Sean Westwood Guest Speaker Event (April 14): **2** points
- Optional Extra Credit: Associational Modeling Analysis (for students with *R*/Stata/SPSS skills): **2** points

Total Possible Points: 100 (plus up to 6 extra credit points)

The grading scale is as follows:

- A 90–100
- B 80–89.9
- C 70–79.9
- D 60–69.9
- F Below 60

Required Materials

All required readings are available on a Dropbox folder (click [here](#)). There is no required textbook to purchase. Students should bring readings to class and be prepared to discuss them.

Course Policies

Weekly Reading Quizzes

Before each week's readings, students are expected to complete a multiple-choice reading quiz on Canvas. These quizzes are due by 11:59 PM on Sunday nights before the week begins. Each quiz is worth 2 points. Students may take each quiz multiple times to achieve the full score. **No late submissions will be accepted.** If not completed on time, the score is 0. Please take note on your calendars and keep pace with email announcements.

Attendance and Late Policy

This is a crowded class. I want everyone to be on schedule in entering and leaving the class. Active discussions and pair sharing are central to our learning community.

Students are expected to attend class regularly and punctually. Attendance will be taken at each session. You are allowed to have 6 absences (meetings) without penalty. After 6 absences, each additional meeting missed will result in a 1-point deduction from the attendance and participation component of your grade. If you miss 12 classes, you will automatically fail the course.

Late Submission Policy for Written Assignments

This is a large class, and I cannot coordinate various late assignments all at once. For Drafts 1–4, late submissions will be penalized at 1 point per day. After day 5, the assignment automatically receives a score of 0.

Exceptions will be made only for medically documented, officially signed excuses. Please reach out to me with the documentation **first** before the deadline; do not submit late work and then provide documentation afterward.

Classroom Courtesy

Students are expected to maintain classroom courtesy to minimize distractions. This includes refraining from using cell phones, talking during lectures, reading newspapers, or engaging in other disruptive behaviors. While I may not address misbehavior immediately, after two incidents, I will send you a formal warning via email. Following this warning, if disruptive behavior continues, I will deduct 2 participation points for each subsequent disruption.

Classroom Learning Civility

We will be discussing sensitive political topics in this course. I expect all students to engage respectfully with diverse viewpoints. Disagreement is encouraged and welcome, but it must be expressed in a manner that is constructive and respectful of others. Personal attacks, dismissive language, or attempts to silence others will not be tolerated.

Recording Rules and Disclaimer

Students are not allowed to take any kind of recording (audio or audiovisual) of the classroom without explicit written permission from the instructor.

Safety and Well-being

Safety on Campus and in the Classroom:

We will strive to create a learning environment where you feel safe to engage, share opinions, and take intellectual risks. If you ever feel unsafe in our classroom, please let me know immediately. Your well-being is a priority.

If you are experiencing a mental health crisis, please contact the University Counseling & Testing Center at 208-885-6716, or the 988 Suicide & Crisis Lifeline for 24/7 support. For physical safety emergencies on campus, contact the University of Idaho Police Department at 208-885-7054.

Academic Honesty

All students are expected to uphold the University of Idaho's [Student Code of Conduct](#). Cheating, plagiarism, fabrication, and other infractions outlined in the Student Code will not be tolerated. If such an infraction is suspected, action will be taken following the procedures outlined in the Student Code.

Intentional and Accidental Plagiarism

Plagiarism is defined as "borrowing or using someone else's written statements or ideas without giving written acknowledgement to the author". Students are encouraged to conduct research beyond the course material, but they must not use any documents prepared by current or

previous students, or notes prepared by instructors at University of Idaho or other universities without properly citing the source. There are two kinds of plagiarism: Intentional and accidental.

Intentional plagiarism includes knowingly using someone else's work as your own, purchasing papers, or copying from other students. This will result in an automatic F for the course and a report to the Dean of Students.

Accidental plagiarism occurs when students fail to properly cite sources or inadequately paraphrase source material. This typically results in a zero on the assignment and an opportunity to revise. Repeated instances will be treated as intentional plagiarism.

AI Policy

An emerging area of concern in higher education is the use of generative AI models in the classroom (for example, ChatGPT). To be clear, using an AI model to complete your assignments for you is cheating. There are tools for detecting whether written work is AI-generated. If you submit AI-generated work and do not disclose it, it will be treated as an academic infraction, just like if you plagiarized a published work or had someone else write your paper for you. This will result in a zero grade.

However, I also recognize that AI-assisted research is a complicated topic where norms are still emerging; it is a tool, like your textbook, a search engine, or Wikipedia, and it has legitimate uses. It can be useful for brainstorming ideas, but it can also provide you with false information. My guiding principle in using AI is **transparency**. Just like when you provide citations to published work or webpages to give credit for ideas, if you get inspiration or ideas from an AI tool, you **must** include a **screenshot** of the entirety of the prompt that you submitted and the response.

If you choose to cite the output, you should include a citation to the conversation and quotation marks if you want to use a direct quotation. For guidance, see, for example, <https://style.mla.org/citing-generative-ai/>. In addition, because the AI does not know if what it is saying is true, you should seek out other sources to confirm any factual claims made in statements by a natural language model.

To ensure that we are on the same page with the use of AI for this class, you will be asked to include an AI disclosure statement on each written assignment that you submit. That is an opportunity for you to disclose how you used AI on the assignment (in keeping with the principle of transparency) and an opportunity for you to affirmatively assert that you didn't use AI if that is the case.

If you have questions about using AI for this course, please ask for permission for your proposed use in advance. We can work together to navigate these new opportunities and challenges. When unsure, it is always safer to abstain from using AI for coursework.

It is important to recognize that other professors will approach AI in their classrooms differently; talk to your professors about their policies as this policy does not apply to other courses.

Written Assignments

The major assignment for this course is a research paper draft developed in four stages. This draft paper will follow empirical academic research paper practices and contribute to your skills for the Political Analysis and Methodology Certificate.

All written assignments must be formatted in APA 7th edition style, 12-point font, single-spaced. Students are expected to provide thorough in-text citations and a complete bibliography. You may format citations manually or use citation management software such as [Zotero](#) (a free, open-source tool). For Zotero guidance, see this [introductory tutorial](#). For APA 7th edition guidelines, consult [the official APA Style website](#).

Draft 1: Introduction and Research Question (10 points, Due Sunday, February 1, 2026 at 11:59 PM)

Length: 2 pages

Components:

- A clear research question
- Motivation for why this question matters
- Ideally, identification of a gap in existing scholarship

Your introduction should hook the reader and make them care about your research question. Explain the puzzle you're trying to solve and why it matters for understanding political psychology.

Draft 2: Theory and Hypotheses (10 points, Due Sunday, March 8, 2026 at 11:59 PM)

Length: 4 pages (in addition to revised Draft 1)

Components:

- Succinct, to-the-point literature review of recent research
- Causal mechanism explaining your theoretical argument
- Clear, testable hypotheses derived from your theory

This section should synthesize existing research, identify what we know and don't know, and build a theoretical argument that leads to specific predictions. Your hypotheses should be falsifiable and flow logically from your theoretical framework.

Draft 3: Research Design (10 points, Due Sunday, April 5, 2026 at 11:59 PM)

Length: 4–6 pages (in addition to revised Drafts 1–2)

Components – Part A: Associational Design

- Identify an existing dataset that contains your Independent and Dependent Variables (IV and DV, respectively), such as:
 - [American National Election Studies \(ANES\)](#)
 - [General Social Survey \(GSS\)](#)
 - [Cooperative Election Study \(CCES\)](#)
- Explain how your variables are operationalized in the dataset
- Describe your method (associational, multivariate regression modeling) and identify control variables you would include

A template will be provided for how to report the modeling section. You can also start checking out my 2024 Electoral Studies paper, which is a write-up of associational research (shared in the class Dropbox folder under “Research Paper Examples”). Do not worry about the complex modeling; just skim the paper to understand the basic expectations.

Components – Part B: Experimental Design

- Design a simple multi-arm between-subject experiment
- Describe control vs. treatment condition(s)
- Explain how you would manipulate your IV
- Describe how you would measure your DV

You are designing the experiment, not conducting it. A template on experimental design will be provided later in the semester. You can also start checking out my working paper with Florian, which is a write-up of an experimental research (shared in the class Dropbox folder under “Research Paper Examples”). Do not worry about the advanced design and modeling; just skim the paper to understand the basic expectations (especially studies 1-2 for your case).

Draft 4: Complete Research Paper (30 points, Due Sunday, May 11, 2026 at 11:59 PM)

Length: 10–12 pages total

This is your final, polished research paper combining all previous sections with revisions. **I will provide personalized feedback on Drafts 1–3, and I expect to see all suggested revisions implemented in Draft 4.** Failure to incorporate feedback will result in point deductions.

Components:

- Introduction (revised from Draft 1)
- Literature Review and Theory (revised from Draft 2)
- Hypotheses (revised from Draft 2)
- Research Design (revised from Draft 3)
- Discussion of expected findings and implications
- Conclusion
- References (not included in page count)

Optional Extra Credit: Associational Modeling (2 points)

For students who have taken research methods classes and know how to analyze and model data using *R*, Stata, or SPSS, you may earn 2 extra credit points by conducting and reporting your associational modeling analysis described in Draft 3.

Important Note: I cannot write out the codes for you; this class is not about research methods. Only pursue this option if you already have the necessary know-how. Unfortunately, it would be infeasible to teach a large class of political psychology as well as causal inference and modeling.

Extra Credit Opportunities

Malcolm Renfrew Interdisciplinary Colloquium (2 points)

I will present “Sleepy Citizenship: The Biopolitics of Rest in American Democracy” (the title of my upcoming Oxford University Press book) at the Spring 2026 Malcolm Renfrew Interdisciplinary Colloquium on **Tuesday, March 24, 2026, from 12:30 PM to 1:30 PM at the First Floor, University of Idaho Library**. Students who attend will receive 2 extra credit points.

Sean Westwood Guest Speaker Event (2 points)

I have invited Sean Westwood, Director of the Polarization Research Lab and Associate Professor in the Department of Government at Dartmouth College, as a guest speaker for the Idaho Society of Fellows speaker series on **Thursday, April 16, 2026**. Sean’s expertise in political behavior and public opinion will be of interest across multiple disciplines, including political science, psychology, communication, and methodology. Exact location and time will be disclosed later via email and Canvas announcement. Participation is highly suggested; students who attend will receive 2 extra credit points.

Additionally, select students with substantial contributions in class and assignments will be invited for lunch with Sean, which can be a nice networking opportunity for graduate school applications later on.

Course Structure

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Note: Graduate students enrolled in POLS 5040-02, ST: Decision-Making in Politics have additional required readings each week as noted below.

Week 1: No Class (SPSA Conference)

January 14 & 16, 2026: No Class (SPSA Conference)

Undergraduate Assignment: Reading Quiz on Syllabus DUE Sunday, January 18, 2026 at 11:59 PM

Week 2: Introduction, History and Objectivity

January 19, 2026: No Class (Martin Luther King Jr. / Human Rights Day)

January 21, 2026: Introduction to the Class, Going Over the Syllabus

January 23, 2026: History and Objectivity

- Jost, J. T., & Sidanius, J. (2004). Political psychology: An introduction. In J. T. Jost & J. Sidanius (Eds.), *Political psychology: Key readings* (pp. 1–3). Psychology Press/Taylor & Francis.
- Huddy, L., Sears, D. O., Levy, J. S., & Jerit, J. (2023). Introduction: Theoretical foundations of political psychology. In *The Oxford handbook of political psychology* (3rd ed., pp. 1–17). Oxford University Press.

Graduate Students Additional Reading:

- Brady, H. E. (2011). Causation and explanation in social science. In J. M. Box-Steffensmeier, H. E. Brady, & D. Collier (Eds.), *The Oxford handbook of political methodology* (pp. 217–266). Oxford University Press.

Undergraduate Assignment: Reading Quiz DUE Sunday, January 18, 2026 at 11:59 PM

Week 3: Structure of Political Ideology, Personality and Motivation

January 26 & 28, 2026: Structure of Political Ideology

- Jost, J. T., Federico, C. M., & Napier, J. L. (2009). Political ideology: Its structure, functions, and elective affinities. *Annual Review of Psychology*, 60, 307–337. **Only pages 307–315** (the sections on structure).

January 30, 2026: Personality and Motivation

- Carney, D. R., Jost, J. T., Gosling, S. D., & Potter, J. (2008). The secret lives of liberals and conservatives: Personality profiles, interaction styles, and the things they leave behind. *Political Psychology*, 29, 807–840.
- Nai, A., & Maier, J. (2021). Can anyone be objective about Donald Trump? Assessing the personality of political figures. *Journal of Elections, Public Opinion, and Parties*, 31(3), 283–308.

Graduate Students Additional Reading:

- Kteily, N. S., & Brandt, M. J. (2025). Ideology: Psychological similarities and differences across the ideological spectrum reexamined. *Annual Review of Psychology*, 76(1), 501–529.

Undergraduate Assignment: Reading Quiz DUE Sunday, January 25, 2026 at 11:59 PM

Week 4: Determinants of Political Ideology, Populism

FIRST DRAFT DUE Sunday, February 1, 2026 at 11:59 PM

February 2, 2026: Determinants of Political Ideology

- Feldman, S., & Johnston, C. (2014). Understanding the determinants of political ideology: Implications of structural complexity. *Political Psychology*, 35, 337–358.

February 4 & 6, 2026: Populism

- Kefford, G., Moffitt, B., & Werner, A. (2022). Populist attitudes: Bringing together ideational and communicative approaches. *Political Studies*, 70(4), 1131–1152.
- Katsambekis, G. (2022). Constructing ‘the people’ of populism: A critique of the ideational approach from a discursive perspective. *Journal of Political Ideologies*, 27(1), 53–74.

Graduate Students Additional Reading:

- Berman, S. (2021). The causes of populism in the West. *Annual Review of Political Science*, 24(1), 71–88.

Undergraduate Assignment: Reading Quiz DUE Sunday, February 1, 2026 at 11:59 PM

Week 5: Biology and Political Psychology, Neuropolitics

February 9 & 11, 2026: Biology and Political Psychology

- Ksiazkiewicz, A., & Jung, S. (2020). The biology of political decision making. In D. Redlawsk (Ed.), *The handbook of political decision making*. Oxford University Press.

February 13, 2026: Neuropolitics

- Zmigrod, L. (2021). A neurocognitive model of ideological thinking. *Politics and the Life Sciences*, 40(2), 224–238.

Graduate Students Additional Reading:

- Petersen, M. B. (2023). The evolutionary approach to political psychology. In *The Oxford handbook of political psychology* (3rd ed., pp. 248–279). Oxford University Press.

Undergraduate Assignment: Reading Quiz DUE Sunday, February 8, 2026 at 11:59 PM

Week 6: Authoritarianism, Social Dominance Orientation

February 16, 2026: No Class (Presidents' Day)

February 18, 2026: Authoritarianism

- Duckitt, J., Bizumic, B., Krauss, S. W., & Heled, E. (2010). A tripartite approach to right-wing authoritarianism: The authoritarianism-conservatism-traditionalism model. *Political Psychology*, 31(5), 685–715.

February 20, 2026: Social Dominance Orientation

- Sidanius, J., & Pratto, F. (2004). Social dominance theory: A new synthesis. In J. T. Jost & J. Sidanius (Eds.), *Political psychology: Key readings* (pp. 315–332). Psychology Press.

Graduate Students Additional Reading:

- Osborne, D., Costello, T. H., Duckitt, J., & Sibley, C. G. (2023). The psychological causes and societal consequences of authoritarianism. *Nature Reviews Psychology*, 2(4), 220–232.

Undergraduate Assignment: Reading Quiz DUE Sunday, February 15, 2026 at 11:59 PM

Week 7: Social Identity and Group Connection, Political Violence

February 23 & 25, 2026: Social Identity and Group Connection

- Mason, L. (2023). Political identities. In *The Oxford handbook of political psychology* (3rd ed., pp. 886–917). Oxford University Press.

February 27, 2026: Political Violence

- Khalil, J. (2014). Radical beliefs and violent actions are not synonymous: How to place the key disjuncture between attitudes and behaviors at the heart of our research into political violence. *Studies in Conflict & Terrorism*, 37, 198–211.

- Armaly, M. T., & Enders, A. M. (2024). Who supports political violence? *Perspectives on Politics*, 22(2), 427–444.

Graduate Students Additional Reading:

- Gervais, B. T., Dye, C., Acevedo, G., Ellison, C. G., & Kelley, M. S. (2025). Do authoritarians support political violence? *PS: Political Science & Politics*, 1–7.

Undergraduate Assignment: Reading Quiz DUE Sunday, February 22, 2026 at 11:59 PM

Week 8: Information Processing and Decision-Making, Heuristics and Motivated Reasoning

March 2 & 4, 2026: Information Processing and Decision-Making

- Lau, R. R., & Redlawsk, D. P. (2023). Introduction: Preferences, inferences, judgements, and decisions. In *The Oxford handbook of political psychology* (3rd ed., pp. 150–190). Oxford University Press.

March 6, 2026: Heuristics and Motivated Reasoning

- Celniker, J. B., & Ditto, P. H. (2024). Of preferences and priors: Motivated reasoning in partisans' evaluations of scientific evidence. *Journal of Personality and Social Psychology*, 127(5), 986–1011.

Graduate Students Additional Reading:

- Ditto, P. H., Celniker, J. B., Siddiqi, S. S., Güngör, M., & Relihan, D. P. (2025). Partisan bias in political judgment. *Annual Review of Psychology*, 76.

Undergraduate Assignment: Reading Quiz DUE Sunday, March 1, 2026 at 11:59 PM

Week 9: Conspiratorial Thinking, Political Misinformation

SECOND DRAFT DUE Sunday, March 8, 2026 at 11:59 PM

March 9 & 11, 2026: Conspiratorial Thinking

- Douglas, K. M., Uscinski, J. E., Sutton, R. M., Cichocka, A., Nefes, T., Ang, C. S., & Deravi, F. (2019). Understanding conspiracy theories. *Political Psychology*, 40, 3–35.

- Miller, J. M., Saunders, K. L., & Farhart, C. E. (2016). Conspiracy endorsement as motivated reasoning: The moderating roles of political knowledge and trust. *American Journal of Political Science*, 60(4), 824–844.

March 13, 2026: Political Misinformation

- Pantazi, M., Hale, S., & Klein, O. (2021). Social and cognitive aspects of the vulnerability to political misinformation. *Political Psychology*, 42, 267–304.

Graduate Students Additional Reading:

- Ecker, U. K., Lewandowsky, S., Cook, J., Schmid, P., Fazio, L. K., Brashier, N., ... & Amazeen, M. A. (2022). The psychological drivers of misinformation belief and its resistance to correction. *Nature Reviews Psychology*, 1(1), 13–29.

Undergraduate Assignment: Reading Quiz DUE Sunday, March 8, 2026 at 11:59 PM

Week 10: No Class (Spring Recess)

Week 11: Emotions, Dual Process Models

March 23 & 25, 2026: Emotions

Note: Tuesday, March 24 is the Malcolm Renfrew Colloquium – attend for extra credit!

- Gadarian, S. K., & Brader, T. (2023). Emotions and political psychology. In *The Oxford handbook of political psychology* (3rd ed., pp. 191–247). Oxford University Press.

March 27, 2026: Dual Process Models

- Gawronski, B., Galdi, S., & Arcuri, L. (2015). What can political psychology learn from implicit measures? Empirical evidence and new directions. *Political Psychology*, 36, 1–17.

Graduate Students Additional Reading:

- Brandt, M. J., & Bakker, B. N. (2022). The complicated but solvable threat-politics relationship. *Trends in Cognitive Sciences*, 26(5), 368–370.
- Osmundsen, M., Hendry, D. J., Laustsen, L., Smith, K. B., & Petersen, M. B. (2022). The psychophysiology of political ideology: Replications, reanalyses, and recommendations. *The Journal of Politics*, 84(1), 50–66.

Undergraduate Assignment: Reading Quiz DUE Sunday, March 22, 2026 at 11:59 PM

Week 12: Morality, Value Systems

March 30 & April 1, 2026: Morality

- Ben-Nun Bloom, P. (2023). Morality as the enduring basis of public opinion. In *The Oxford handbook of political psychology* (3rd ed., pp. 649–693). Oxford University Press.

April 3, 2026: Value Systems

- Jung, J. H., & Clifford, S. (2025). Varieties of values: Moral values are uniquely divisive. *American Political Science Review*, 119(1), 462–478.

Graduate Students Additional Reading:

- Graham, J., Haidt, J., Koleva, S., Motyl, M., Iyer, R., Wojcik, S. P., & Ditto, P. H. (2013). Moral foundations theory: The pragmatic validity of moral pluralism. In *Advances in experimental social psychology* (Vol. 47, pp. 55–130). Academic Press.

Undergraduate Assignment: Reading Quiz DUE Sunday, March 29, 2026 at 11:59 PM

Week 13: Polarization, Depolarization

THIRD DRAFT DUE Sunday, April 5, 2026 at 11:59 PM

April 6 & 8, 2026: Polarization

- Jost, J. T., Baldassarri, D. S., & Druckman, J. N. (2022). Cognitive-motivational mechanisms of political polarization in social-communicative contexts. *Nature Reviews Psychology*, 1(10), 560–576.
- Iyengar, S., Lelkes, Y., Levendusky, M., Malhotra, N., & Westwood, S. J. (2019). The origins and consequences of affective polarization in the United States. *Annual Review of Political Science*, 22(1), 129–146.

April 10, 2026: Depolarization

- Holliday, D. E., Lelkes, Y., & Westwood, S. J. (2025). Why depolarization is hard: Evaluating attempts to decrease partisan animosity in America. *Proceedings of the National Academy of Sciences*, 122(39), e2508827122.

Graduate Students Additional Reading:

- Settle, J. E. (2025). The promise and peril of interpersonal political communication. *Political Psychology*, 46, 167–212.

Undergraduate Assignment: Reading Quiz DUE Sunday, April 5, 2026 at 11:59 PM

Week 14: Political Psychology of Foreign Policy Decision-Making, Group Decision-Making

April 13 & 15, 2026: Political Psychology of Foreign Policy Decision-Making

Note: Thursday, April 16 is the Sean Westwood guest speaker event – attend for extra credit!

- Levy, J. S. (2023). Foreign policy decision-making. In *The Oxford handbook of political psychology* (3rd ed., pp. 349–391). Oxford University Press.

April 17, 2026: Group Decision-Making

- Jost, T., Kertzer, J. D., Min, E., & Schub, R. (2024). Advisers and aggregation in foreign policy decision making. *International Organization*, 78(1), 1–37.

Graduate Students Additional Reading:

- Kertzer, J. D., & Tingley, D. (2018). Political psychology in international relations: Beyond the paradigms. *Annual Review of Political Science*, 21(1), 319–339.

Undergraduate Assignment: Reading Quiz DUE Sunday, April 12, 2026 at 11:59 PM

Week 15: Political Psychology of Public Opinion on Foreign Policy

April 20, 2026: Political Psychology of Public Opinion on Foreign Policy

- Kertzer, J. D. (2023). Public opinion about foreign policy. In *The Oxford handbook of political psychology* (3rd ed., pp. 447–485). Oxford University Press.

April 22 & 24, 2026: No Class (MPSA Conference)

Graduate Students Additional Reading:

- Carnegie, A., Kertzer, J. D., & Yarhi-Milo, K. (2023). Democratic peace and covert military force: An experimental test. *Journal of Conflict Resolution*, 67(2–3), 235–265.
- Kertzer, J. D., Brutger, R., & Quek, K. (2024). Perspective-taking and security dilemma thinking: Experimental evidence from China and the United States. *World Politics*, 76(2), 334–378.

Undergraduate Assignment: Reading Quiz DUE Sunday, April 19, 2026 at 11:59 PM

Week 16: Conflicts, Leadership Formidability

April 27 & 29, 2026: Conflicts

- McDermott, R. (2025). An evolutionary perspective on the current wars. *Politics and the Life Sciences*, 44(2), 280–294.
- Cikara, M. (2015). Intergroup schadenfreude: Motivating participation in collective violence. *Current Opinion in Behavioral Sciences*, 3, 12–17.

May 1, 2026: Leadership Formidability

- Murray, G. R., & Schmitz, J. D. (2011). Caveman politics: Evolutionary leadership preferences and physical stature. *Social Science Quarterly*, 92(5), 1215–1235.

Graduate Students Additional Reading:

- Littman, R., & Paluck, E. L. (2015). The cycle of violence: Understanding individual participation in collective violence. *Political Psychology*, 36, 79–99.

Undergraduate Assignment: Reading Quiz DUE Sunday, April 26, 2026 at 11:59 PM

Week 17: Wrap-Up

May 4, 2026: Wrap-Up

May 6 & 8, 2026: No Classes

Week 18: Final Exams Week

May 11, 13, & 15, 2026: No Class (Finals Week)

FINAL DRAFT DUE Sunday, May 11, 2026 at 11:59 PM