

**POS 337: Political Psychology**  
**Arizona State University**  
**Fall 2025 Syllabus**

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**Course Meetings:** Mondays and Wednesdays from 3:00 to 4:15 PM

**Classroom:** [Tempe LIB C5](#)

**Professor:** Dr. Fabian Neuner

**Office:** Coor Hall, Room 6738

**Email:** [fabian.neuner@asu.edu](mailto:fabian.neuner@asu.edu)

**Office Hours:** Mondays and Wednesdays, 2:00-2:45 PM. Available both in person in my office or via [Zoom](#). Please email for an appointment outside of office hours.

**TA:** Guy Frenkel, [gfrenkel@asu.edu](mailto:gfrenkel@asu.edu)

**Syllabus Version:** August 25, 2025. Syllabus may be updated throughout the semester. Always refer to version posted on Canvas.

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## Course Overview

This course focuses on the interdisciplinary study of political psychology and teaches the tools necessary to evaluate the application of political psychology to political marketing, campaigns, and policy advocacy. It covers both the theoretical foundations underlying research in political psychology as well as cutting-edge, contemporary applications. The course examines topics including information processing, evolutionary approaches, personality, emotions, and genetic bases of behavior as well as approaches to the design and interpretation of experimental research.

Class meetings are organized around weekly themes with associated readings, all of which will be available on the Canvas course sites. The course will combine seminar-style class discussions with lectures and a range of activities. Class activities and assignments are geared toward building skills that allow students to evaluate — and ultimately — conceptualize research designs that can test psychological theories of politics.

## Learning Outcomes

At the completion of this course, students will be able to:

- Understand the key approaches to studying political psychology.
- Summarize the key findings of core areas in political psychology.
- Explain the importance of experiments for political psychology research.
- Provide examples of how political psychologists have found support for their central theories.
- Evaluate and design experimental research designs.

## Assignments

All assignments will be submitted through Canvas. Grades for late assignments are reduced 10 percent per day. Penalties for late work are capped such that students can submit late work for a passing grade of 60%. Any missing work for partial credit has to be submitted by the last day of class (Wednesday, December 3rd).

- 10% of your grade will be determined by **participation in class**. This includes not just being present but actively engaging in class discussions and satisfactory contribution to in-class activities.
- 10% of your grade will be determined by **Yellowdig engagement**. There will be a Yellowdig board for this course and students will earn points for sharing and discussing content (e.g., newspaper articles, videos etc.) that applies course content to real-world events and news. Additional information will be provided in class, on Canvas, and on the Yellowdig board. Yellowdig participation will close on **Friday, December 5th at 5pm**.
- 10% of your grade will be determined by **participation in discussion boards and other activities on Canvas**. Throughout the course there will be 10 mini Canvas discussion post requirements. The discussion threads will be related to the readings and general topic and students are required to contribute. These tasks will not be onerous (e.g., around a few sentences to a paragraph per post) and will directly aid our class discussions. Any specific requirements will be announced in class as well as through Canvas.
- 15% of your grade will be determined by an **annotated bibliography**. For this assignment you will come up with a research question and then write an annotated bibliography of five relevant articles (3-4 paragraphs per article), explaining what the articles find and how they are relevant to your research question. You can use this assignment as a building block for your final research design paper. Additional information will be provided in class and on Canvas. A grading rubric will be provided. The annotated bibliography is due **Friday, September 26th at 5pm**.
- 15% of your grade will be determined by a **short practitioner pitch video**. For this assignment you will record a video featuring a memo/pitch that summarizes a political psychology article for a different audience (e.g., a politician, NGO, think tank etc.) and provides suggestions for that audience based on the research. For example, it could be a pitch for a political campaign making the argument about how they should structure their campaign messaging based on research. The assignment will help foster the skills to translate academic research for broader audiences. Students are free to select a research paper upon which to base the memo. Additional information will be provided in class and on Canvas. A grading

rubric will be provided. The video is due on **Friday, October 24th at 5pm.**

- **15%** of your grade will be determined by a **creative assignment**. For this assignment you can use whatever medium you want (except for a standard essay). Your task is to be creative and to link any of the political psychology concepts encountered in class to the real world. You could record a podcast, create a photo exhibit, write a magazine piece or long-form blog post, or even a set of poems. Additional information will be provided in class and on Canvas. A grading rubric will be provided. The creative assignment is due **Friday, November 21st at 5pm.**
- **25%** of your grade will be determined by a **research design paper**. This will be a 5-8 page paper (roughly 1250-2000 words) that introduces a political psychology question, hypothesis, and potential research design to test the hypothesis. The paper will allow students to integrate the skills they acquired during the course while also exploring a question/topic in political psychology they find interesting. A grading rubric will be provided. The paper is due on **Monday, December 8th at 5pm.**

## Grading

The letter grades assigned are based on ASU grading policies (A+, A, A-, B+, B, B-, C+, C, D, and E). Grades for assignments completed during the semester will be posted on Canvas. Grades are based on the following calculations:

A-/A/ A+	90-94/ 94-97/ 97-100	Excellent
B- /B/ B+	80-84/ 84-87/ 87-90	Good
C/ C+	70-76/ 76-80	Average
D	60-70	Pass
E	<60	Fail

## Expected classroom behavior

Students are expected to arrive to class on time. Students are expected to actively engage in group discussions and activities. Phones should be switched to silent and should not be used for anything except emergency calls. Any disruptive behavior, which includes ringing cell phones, listening to music,

texting, or constant talking will not be tolerated. Laptops are only to be used for class-related activities.

## **General Absences Policy**

Students are allowed two “no questions asked” absences. Absences for illness, quarantine or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible via email.

Further absences and repeated tardiness will be considered in the participation grade. Reasonable accommodations will be made for students to make up work missed due to religious practices or university-sanctioned activities.

## **Accommodation for Religious Practices**

The university community should, in all its activities, be sensitive to the religious practices of the various religious faiths represented in its student body and employees. Faculty are asked to recognize the obligations of their students who may be participating in the observance of religious holidays. Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances. For more information, visit <https://public.powerdms.com/ASU/documents/1541225>.

## **Missed Classes Due to University-Sanctioned Activities**

Students who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. Normally, the made-up work will be due on the class day immediately after the absence. Absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the coursework required during the period of the absence. For more information, visit <https://public.powerdms.com/ASU/documents/1557490>.

# Academic Integrity

Academic honesty is expected of all students in any materials intended to be used for an academic evaluation, including, but not limited to: all examinations, papers, presentations, laboratory work, academic transactions, and records. The possible sanctions for academic integrity violations include but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal.

For more information, see <http://provost.asu.edu/academic-integrity>.

Plagiarism of any kind will not be tolerated. Students must take the exams independently without assistance from other students. Students may not submit papers written by persons other than themselves.

## Generative AI

This course generally assumes that work submitted for a grade by students, including all drafts, brainstorming, and final projects, will be created without the use of generative AI (see exception below) The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini, Copilot, etc.) for generating student-attributed content is not permitted in this class. Generative AI use is permitted for grammar/style-checking (e.g., Grammarly).

Certain assignments in this course permit the use of Artificial Intelligence (AI) powered tools (e.g., ChatGPT, Copilot, Gemini, etc.). The instructor will provide specific instructions on how to utilize generative AI tools for these assignments, as well as how to include [appropriate attribution](#).

Use of generative AI tools in any other context within this course will be considered a violation of the [ASU Academic Integrity Policy](#), and students may be subject to sanctions for non-allowable use. If you have any questions about what is permitted, please contact the instructor to discuss before submitting your work.

## Writing Support

The assignments in this course require substantial amounts of writing. Therefore, students may find the resources of the ASU Writing Center useful. The center offers help developing ideas for papers, planning and structuring a paper and other stages of the writing process. More information is available at <https://tutoring.asu.edu/student-services/writing-centers>.

## Technological Support

Completing assignments for this course requires access to a computer with Internet access. This course uses Canvas to deliver content. It can be accessed through [MyASU](#). Technical issues should be directed to the [ASU Help Center](#).

## Accommodations for Students with Disabilities

If you are a student with a disability and have need of assistance or special accommodations, contact Student Accessibility and Inclusive Learning Services (SAILS) <https://eoss.asu.edu/accessibility>. Students requesting accommodations for a disability must register with SAILS, and must submit appropriate documentation to the instructor from SAILS. For more information, please review the policy at <https://public.powerdms.com/ASU/documents/1560607>.

## Disruptive, Threatening, or Violent Behavior

In the classroom and out, students are required to conduct themselves in a manner that promotes an environment that is safe and conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual, available at <https://public.powerdms.com/ASU/documents/1560490>.

# Prohibition Against Discrimination, Harassment, and Retaliation

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence.

ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

## Civil Discussion

In this course, you will hone your reasoning through discussion and shared inquiry. All of us benefit when we can think out loud together in confidence that we'll give each other the benefit of the doubt and critique ideas rather than the individuals voicing them. My expectation is that discussions will not be recorded or shared outside the class.

## Copyright Materials Disclaimer

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. For more information, see the Computer, Internet, & Electronic Communications Policy at <https://public.powerdms.com/ASU/documents/1540286>



# Schedule of Topics & Readings

**There is no textbook for this course.** All required readings are available through Canvas or the provided link. Students are expected to have read (and be ready to discuss) the required readings in advance of the class session in which they are listed. Note that the schedule of readings may be subject to change during the course of the semester.

## Week 1: Introduction

**Monday (8/25)**

Syllabus

**Wednesday (8/27)**

Huddy, L., Sears, D. O., Levy, J.S., & Jerit, J. (2023). Introduction: Theoretical foundations of political psychology. *The Oxford handbook of political psychology*, 1-18.

## Week 2: Political Psychology Research & the Experimental Method

**Monday (9/1)**

No class (Labor Day)

**Wednesday (9/3)**

McDermott, R. (2002). Experimental methods in political science. *Annual Review of Political Science*, 5(1), 31-61.

Levendusky, M. S. (2018). Americans, not partisans: Can priming American national identity reduce affective polarization?. *The Journal of Politics*, 80(1), 59-70.

## Week 3: Political Cognition

**Monday (9/8)**

McGraw, K. M. (2000). Contributions of the cognitive approach to political psychology. *Political Psychology*, 21(4), 805-832.

Berinsky, A. J., & Mendelberg, T. (2005). The indirect effects of discredited stereotypes in judgments of Jewish leaders. *American Journal of Political Science*, 49(4), 845-864.

### **Wednesday (9/10)**

No class (Professor Neuner at APSA conference)

## **Week 4: Information Processing**

### **Monday (9/15) & Wednesday (9/17)**

Lodge, M., McGraw, K. M., & Stroh, P. (1989). An impression-driven model of candidate evaluation. *American Political Science Review*, 83(2), 399-419.

Kim, Y. M., & Garrett, K. (2012). On-line and memory-based: Revisiting the relationship between candidate evaluation processing models. *Political Behavior*, 34(2), 345-368.

## **Week 5: The Limits of Cognition: Heuristics**

### **Monday (9/22) & Wednesday (9/24)**

Lau, R. R., & Redlawsk, D. P. (2001). Advantages and disadvantages of cognitive heuristics in political decision making. *American Journal of Political Science*, 951-971.

Hiaeshutter-Rice, D., Neuner, F. G., & Soroka, S. (2023). Cued by culture: Political imagery and partisan evaluations. *Political Behavior*, 45(2), 741-759.

**Note:** The annotated bibliography is due on **Friday, September 26th at 5pm.**

## **Week 6: Social Identity**

### **Monday (9/29) & Wednesday (10/1)**

West, E. A., & Iyengar, S. (2022). Partisanship as a social identity: Implications for polarization. *Political Behavior*, 44:807-838.

Walsh, K. C. (2012). Putting inequality in its place: Rural consciousness and the power of perspective. *American Political Science Review*, 106(3), 517-532.

## Week 7: Framing

### Monday (10/6) & Wednesday (10/8)

Nelson, T. E., Clawson, R. A., & Oxley, Z. M. (1997). Media framing of a civil liberties conflict and its effect on tolerance. *American Political Science Review*, 567-583.

Banks, A., Calvo, E., Karol, D., & Telhami, S. (2021). # polarizedfeeds: Three experiments on polarization, framing, and social media. *The International Journal of Press/Politics*, 26(3), 609-634.

## Week 8: Racial Priming

### Monday (10/13)

No class (Fall Break)

### Wednesday (10/15)

Valentino, N. A., Neuner, F. G., & Vandenbroek, L. M. (2018). The changing norms of racial political rhetoric and the end of racial priming. *The Journal of Politics*, 80(3), 757-771.

Christiani, L. (2023). When are explicit racial appeals accepted? Examining the role of racial status threat. *Political Behavior*, 45, 103-123.

Read this [Vox article](#) and watch the “Willie Horton” ad that is embedded as a YouTube video in the article.

## Week 9: Emotions

### Monday (10/20) & Wednesday (10/22)

Brader, T. (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, S. K., & Albertson, B. (2014). Anxiety, immigration, and the search for information. *Political Psychology*, 35(2), 133-164.

**Note:** The short practitioner pitch video is due on Friday, October 24th at 5pm

## **Week 10: Motivated Reasoning (and Selective Exposure)**

**Monday (10/27) & Wednesday (10/29)**

Taber, C. S., & Lodge, M. (2006). Motivated skepticism in the evaluation of political beliefs. *American Journal of Political Science*, 50(3), 755-769.

Jefferson, H., Neuner, F. G., & Pasek, J. (2021). Seeing blue in black and white: Race and perceptions of officer-involved shootings. *Perspectives on Politics*, 19(4), 1165-1183.

## **Week 11: Personality & Politics**

**Monday (11/3) & Wednesday (11/5)**

Gerber, A. S., Huber, G. A., Doherty, D., & Dowling, C. M. (2011). The big five personality traits in the political arena. *Annual Review of Political Science*, 14, 265-287.

Feldman, S., & Stenner, K. (1997). Perceived threat and authoritarianism. *Political Psychology*, 18(4), 741-770.

## **Week 12: Genopolitics**

**Monday (11/10) & Wednesday (11/12)**

Fowler, J. H., & Dawes, C. T. (2008). Two genes predict voter turnout. *The Journal of Politics*, 70(3), 579-594.

Settle, J. E., Dawes, C. T., Loewen, P. J., & Panagopoulos, C. (2017). Negative affectivity, political contention, and turnout: A genopolitics field experiment. *Political Psychology*, 38(6), 1065-1082.

## **Week 13: The Political Brain (Neuroscience)**

**Monday (11/17) & Wednesday (11/19)**

Haas, I. J. (2016). Political neuroscience. In *Neuroimaging personality, social cognition, and character* (pp. 355-370). Academic Press.

Renshon, J., Lee, J. J., & Tingley, D. (2015). Physiological arousal and political beliefs. *Political Psychology*, 36(5), 569-585.

**Note:** The creative assignment is due on **Friday, November 21st at 5pm.**

## **Week 14: Communicating Political Psychology**

**Monday (11/24)**

Broockman, D., & Kalla, J. (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*, 352(6282), 220-224.

Paluck, E. L. (2016). How to overcome prejudice. *Science*, 352(6282), 147-147.

[New York Times article](#)

**Wednesday (11/26)**

No class (Thanksgiving)

## **Week 15: Evolutionary Approaches & Wrap-Up**

**Monday (12/1)**

Aarøe, L., Petersen, M. B., & Arceneaux, K. (2017). The behavioral immune system shapes political intuitions: Why and how individual differences in disgust sensitivity underlie opposition to immigration. *American Political Science Review*, 111(2), 277-294.

**Wednesday (12/3)**

Reynolds, K. J. (2018). Looking Back, Looking Forward: ISPP at 40 and Future Directions for Political Psychology. *Political Psychology*, 39(4), 745-754.

**Note:** The Yellowdig discussion board will close on **Friday, December 5th at 5pm.**

**Note:** The research design assignment is due **Monday, December 8th at 5pm.**