PLAP 4500 (Section 5)
Emotion and American Politics
Fall 2009

Tuesday & Thursday 9:30–10:45am
Pavilion VIII, room 108

Course web page:
https://collab.itc.virginia.edu/portal

Professor Nicholas Winter
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http://faculty.virginia.edu/nwinter
100 Cabell Hall
office hours: Wednesday 12–1:30pm & by appointment

This course explores the often-neglected role of emotion in shaping citizens’ political thought and action. While the Western enlightenment tradition generally treats emotion and cognition as antithetical, psychological research suggests they are in fact intimately interconnected. We will draw on work from philosophy, psychology, political science to explore the nature of emotion and its interconnections with American politics and political behavior.

Course Requirements
Requirements for this course include reading the assigned material before each class meeting, attending and participating in class, submitting weekly discussion questions, taking an in-class midterm examination, submitting a one-two-page research proposal, and a writing a final research paper. In addition, there may be additional brief in-class written work.

Because this course is a seminar, what we all get out of it will depend greatly on what you put into it. Therefore, I expect that you will attend all classes, do the assigned reading before each class, and participate in the discussion. You participation grade will reflect the quality (not simply quantity!) of your class participation. If an emergency prevents you from attending class you should let me know in advance.

For the final paper you will connect material from the course with research you conduct on a political topic. I will hand out additional information on the research paper as the term progresses.

Grades will be based on the following breakdown:

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<thead>
<tr>
<th>Item</th>
<th>Proportion</th>
<th>Date</th>
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<tr>
<td>Attendance and participation</td>
<td>20 percent</td>
<td>(ongoing)</td>
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<tr>
<td>Discussion questions</td>
<td>10 percent</td>
<td>(weekly)</td>
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<td>Midterm exam</td>
<td>30 percent</td>
<td>October 15</td>
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<tr>
<td>Final paper</td>
<td>40 percent</td>
<td>Wednesday, December 9 at 10am</td>
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Papers and exams turned in late without prior arrangement will not be considered for a grade.
Readings
There are six required books for this course, which are (or will soon be) available at the UVa Bookstore. They are also all available from the usual online retailers; I have indicated below the date on which we will first use each book in class, so you can plan to have it in time if you order online.


**Marcus, George E. 2002.** *The Sentimental Citizen: Emotion in Democratic Politics.* University Park, PA: Pennsylvania State University Press. (December 1)


All other readings for the course are available through Collab.

Discussion Questions
Each week, for the Thursday class meeting, you will prepare a set of two (2) discussion questions that you will email to me before class. I will use these as feedback to me about what you are taking from the reading and to help structure class discussions. They also will also help you to read and think carefully about the material before getting to class.

Your questions will be based on the reading for that Thursday. (If the Thursday class is a continuation of a topic that we discussed on Tuesday, your questions may also reference the earlier readings as long as they focus on the Thursday readings.)

Each week’s questions are due by 5am on the day of class, and must be submitted by email to me at nwinter@virginia.edu. You should include your name, the date, and your questions in the body of the email, not as an attachment. For each question, indicate which reading or readings the question is based on.

The subject line of your email should read “**PLAP4500 Discussion Questions-[date]-[your name].”**

There will be twelve sets of discussion questions (one for each Thursday between 8/27 and 12/3, except for the Thanksgiving and the week of the midterm). You may skip one without penalty; after that your grade will suffer. I will not assign a formal grade to your questions, but will give you feedback if your questions need improvement or are particularly insightful. Feel free to get in touch if you want more feedback.
In formulating your questions, you should go with issues, concerns, comparisons, questions, or confusions that struck you when reading the material. If none struck you while reading, go back and read more carefully!

**Good Discussion Questions**
Good discussion questions are not answered by “yes” or “no” or some simple statement of fact. Instead they lead to higher order thinking (comparison, evaluation, analysis, synthesis) about the work and the issues it raises.

Good discussion questions are open-ended, leading to a variety of responses. Good questions recognize that readers will have different perspectives and interpretations and such questions attempt to engage readers in dialogue with each other.

That said, if you are confused by something, you can and should incorporate craft a discussion question that focuses on that confusion. You should seek to develop questions that go beyond simply asking “What does author X mean on page 10 when she says Y?”

Good discussion questions depend on a careful reading of the text. They often cite particular scenes or passages and ask people to look at them closely and draw connections between these passages and the rest of the work.

Good discussion questions make (and challenge) connections between the text at issue and other works, and the themes and issues of the course.

**Other Policies**
I respect and uphold University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually, and/or hearing impaired students; plagiarism; racial, ethnic, gender, sexual orientation, or religious discrimination; and all forms of harassment.

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you must contact the Learning Needs and Evaluation Center (http://www.virginia.edu/studenthealth/LNEC.html) as soon as possible, at least two to three weeks before any assignments are due. I take learning disabilities very seriously and will make whatever accommodations you need to be successful in this class but they must be properly documented by the LNEC.

Plagiarism, or academic theft, is passing off someone else’s words or ideas as your own without giving proper credit to the source. You are responsible for not plagiarizing and are expected to abide by the University of Virginia Honor Code (see http://www.virginia.edu/honor/proc/fraud.html).

Participation in this class implies permission from students to submit their written work to services that check for plagiarism; you may be required to submit both hard and digital copies of your papers.
# I. Background

**Welcome to the Class**  
**August 25**

**Philosophy of Emotion**  
**August 27**


**Psychology of Emotion**  
**September 1**


**September 3 No Class (APSA Annual Meeting)**

**September 8**


II. POLITICAL PSYCHOLOGY OF EMOTIONS

GENERAL APPROACHES

September 10


September 15

September 17
Marcus et al., Affective Intelligence and Political Judgment, chapters 5-7 (65-140).


TRIGGERING EMOTION: EMOTIONAL DISPLAYS

September 22


September 24


September 29


POLITICAL CAMPAIGNS
October 1

October 6 No Class (Reading Day)

October 8
Brader, Campaigning for Hearts and Minds, chapters 4–7 (73–198).

October 13

October 15 MIDTERM IN CLASS

III. SPECIFIC EMOTIONS AND DEMOCRATIC POLITICS

INTRODUCTORY CONSIDERATIONS
October 20


DISGUST (WITH A BIT OF CONTEMPT)
October 22

October 27
October 29


November 3

November 5

FEAR AND ANXIETY
November 10

November 12
Robin, *Fear*, chapters 6–8 and conclusion (161-252).

November 17


November 19


http://www.uiowa.edu/~grpproc/crisp/crisp.10.1.html

ANGER

November 24


IV. CONCLUSIONS: EMOTION AND DEMOCRATIC POLITICS

December 1, 3, and 8