

PSY 493 POLITICAL PSYCHOLOGY

Fall 2010 Tue. and Thur. 2:30 – 3:45

Instructor: **Anna Zlobina**, PhD (azlobina@slu.edu)

Office hours: Tue. and Thur. 3:45 – 4:30

Introduction to the course:

When one hears the term, political psychology, one might envision the study of elections, campaigns, and voting behavior. While not inaccurate, this perception excludes a broad range of topics that fall within the purview of political psychology.

Political psychology involves explaining what people do, by adapting psychological concepts, so that they are useful and relevant to politics. In this course we will explore some of the major lines of political psychology theory and research, and their applications to political life. These applications include group decision making, personality characteristics of political leaders and followers; racism, stereotyping, ethnocentrism, nationalism and their political impacts; the influences of emotions and cognition on voting behavior; the origins of political extremism, violence and genocide; relationships within and between groups.

The purpose of the course is to provide you with a model of the political mind that is fairly comprehensive, multi-dimensional, and flexible. Such qualities are not easily nor quickly achieved. Furthermore, it will be impossible for me to make all the necessary connections. You will have to provide sustained and concentrated attention if the goals of the course are to be achieved. If you are successful you should end the semester with a broader and deeper understanding of the political world.

Course Objectives:

1. **Objective:** To become more knowledgeable about the field of political psychology - its definition, its various domains of study, and its methodologies.
2. **Objective:** To examine the impact of personality on political behavior.
3. **Objective:** To become familiar with the role of social cognition, social influences, and social relations factors in political behavior.
4. **Objective:** To examine the myriad of factors involved in the political psychology of groups.
5. **Objective:** To become familiar with the various psychological and political factors impacting voting behavior.
6. **Objective:** To explore the political psychology of race and ethnicity.
7. **Objective:** To examine the impact of political psychology as it related to broader international concerns such as nationalism, political extremism, and war.
8. **Objective:** to sharpen your critical, writing, oral, and research skills.
9. **Objective:** to provoke thought and to enjoy the exploration of a new field.

Course Requirements and Evaluations:

You should bear in mind that by enrolling in an upper division course you are assuming a greater responsibility for working more independently than is usually expected in lower division and/or introductory courses. In particular, students in this course should understand that they are responsible for reading and studying the material in the textbook and any other assigned readings, whether or not that material is covered in the class lectures, discussions and exercises. The class presentations will serve to illustrate and/or augment some aspects of the topic of the assigned reading, but not necessarily with any specific reference to that reading.

Classroom participation and discussions of the subject matter are expected and encouraged. If no questions are asked it will be assumed that the material under consideration has been understood.

Evaluations:

Exams:

There will be one (first) midterm exam and a cumulative final exam. These exams will have multiple choice, short answers, and essay questions.

The midterm exam will be worth 25% of your course grade and the final will be worth 30%.

Term project:

The second midterm evaluation will be by writing a research paper and presenting it for discussion in class. You will have to do it in couples. You will have to write a review on a topic in political psychology using as the base one of the cases presented in the textbook. The articles you review or the topic of your research paper is your choice in consultation with me. This project with its presentation in class will be worth 20% of your course grade. More details will be given in class and on Blackboard.

Reflective paper:

We will examine the dynamics of social identification, in-group favoritism, out-group derogation and other processes involved in political behavior by watching the movie "The Wave". You will write a 4-5 page reflective paper on the movie. Your paper should NOT be a simple summary of the story. You should make references and connections to the concepts and theories you learned in your textbook and in class. More details on this assignment will be handed out separately. This paper will count 5% of your course grade.

Group assignment:

There will be one group assignment. You will be asked to work in groups of 2-3 people. The first assignment is a psychobiography paper (4-5pages single spaced), in which students will research and write a biographical study of a major 20th century political figure, making systematic use of psychological theories (especially personality theories). The goal is to create a coherent and illuminating story of the political figure's life and rise to and/or fall from power, with major attention on the person's psychological characteristics and how they contributed to political ambitions, decisions and actions. *The psychobiography paper is due in class Tuesday, October 5 with oral presentations September 30 and October 5. Leader selections are due in class Tuesday, September*

16. More details on this assignment will be handed out separately. The assignment will be worth 10% of your total grade.

Participation:

There will be regular class activities in class. You will participate in small group discussions where you will deepen your understanding of the topics covered. Your participation is essential for the success of the course and will be worth 10% of your overall course grade.

In this course, grades will not be curved, meaning that you will not be competing against your classmates for a limited number of A's, B's and so on. Therefore, the grading scale is a straight scale, as follows

Grade Scale:	Grade Components:	Course Credits: 3
A	93%-100%	25% Mid-Term exam
A-	90%-92%	30% Final exam
B+	87%-89%	20% Term project + Class Presentation
B	83%-86%	5% Reflective paper
B-	80%-82%	10% Group assignment
C+	73%-79%	10% Participation
C	67%-72%	
C-	60%-66%	
D	50%-59%	
F	0%-49%	

Policy on Make-Up Examinations and Incomplete Grades:

Examinations cannot be made up unless the student provides acceptable, documented reason for missing the exam. Makeup exam requests have merit to the extent that (1) the circumstance is unavoidable, (2) the reason for missing the exam can be documented, and (3) the instructor is notified well in advance of the exam. Makeup exams will not necessarily be identical to, and may be more difficult than, the exam given in class. Early exams will not be given.

COURSEBOOK:

Martha L. Cottam, Beth Dietz-Uhler, Elena Mastors, Thomas Preston (2004). ***Introduction to Political Psychology***. Lawrence Erlbaum Associates.

Note: Additional readings and handouts will be included during the course.

COURSE SCHEDULE (tentative)

I will make reasonable efforts to follow the schedule of topics below. However, as time and circumstances dictate, the schedule may change somewhat. Thus, dates given below should be considered approximate. If circumstances warrant, I may amend the schedule or modify reading assignments. I will announce any such changes in class.

Date	Topic	Readings and activities
Thur. September, 2	Introduction to class Introduction to Political Psychology <i>What is political psychology?</i>	Chapter 1
Tue. September, 7	Introduction continued Personality and Politics	Chapter 2 Jost & Sidanius, pp. 85-107
Thur. September, 9	Personality and Politics <i>When do personalities matter in politics? The authoritarian personality; leader analysis framework; trait-based studies.</i>	Chapter 2 Sears, Huddy, & Jervis, pp. 110-146
Tue. September, 14	The Study of Political Leaders	Chapter 5 Jost & Sidanius, pp. 124-134
Thur. September, 16	Main theories: Social Identity Theory	Chapter 3 pp.41-48 Jost & Sidanius, pp. 276-293 Handout
Tue. September, 21	Main theories : Image theory	Chapter 3 pp. 48-56 Sears, Huddy, & Jervis, pp. 285-314
Thur. September, 23	The Political Psychology of Groups <i>A social animal: why do we join groups? Group dynamics; conformity; minority influence; groupthink and other syndromes; conflicts in groups.</i>	Chapter 4
Tue. September, 28	The Political Psychology of Groups <i>continued</i>	Chapter 4

Thur.	September, 30	Class presentations: political leaders	Class attendance is mandatory
Tue.	October, 5	Class presentations : political leaders	Class attendance is mandatory
Thur.	October, 7	EXAM	
Tue.	October, 12	Holiday	
Thur.	October, 14	The Political Psychology of Political Extremists <i>Extremist groups and terrorists: who are they? Why are they?</i>	Chapter 9 Jost & Sidanius, pp. 411-431
Tue.	October, 19	The Political Psychology of Political Extremists <i>continued</i>	<i>Readings on Blackboard:</i> Post, Ali, Henderson, Shanfield, Victoroff, & Weine (2009). The Psychology of Suicide Terrorism.
Thur.	October, 21	Information processing, decision making, and attitudes in Politics	Chapter 3 pp.37-41, 57-61 Jost & Sidanius, pp. 259-270
Tue.	October, 26	Information processing, decision making, and attitudes in Politics <i>continued</i>	Chapter 3 pp.37-41, 57-61
Thur.	October, 28	Voting, Role of the Media, and Tolerance <i>A political animal: beliefs, values, ideologies, and attitudes; emotion and thought in voting behavior.</i>	Chapter 6 Jost & Sidanius, pp. 163-176
Tue.	November, 2	The Political Psychology of Race and Ethnicity <i>Explaining and resolving racial and ethnic conflicts: analysis, strategies, and case studies.</i>	Chapter 7 Jost & Sidanius, pp. 358-377
Thur.	November, 4	The Political Psychology of Race and Ethnicity <i>continued</i>	Chapter 7 Handout
Tue.	November, 9	Holiday	

Thur. November, 11	The Political Psychology of Nationalism <i>Nationalistic behavior: causes, cures, case studies.</i>	Chapter 8 Jost & Sidanius, pp. 449-466
Tue. November, 16	The Political Psychology of Nationalism <i>continued.</i>	Chapter 8
Thur. November, 18	Video	
Tue. November, 23	Reconciliation in the context of International Security and Conflict <i>Why violence and war?</i>	Chapter 9
Thur. November, 25	Class presentations	Class attendance is mandatory
Tue. November, 30	Class presentations	Class attendance is mandatory
Thur. December, 2	Class presentations	Class attendance is mandatory
Tue. December, 7	The Political Psychology of International Security and Conflict <i>Why violence and war?</i>	Chapter 10 Sears, Huddy, & Jervis, pp. 315-356
Thur. December, 9	The Political Psychology of International Security and Conflict <i>continued</i>	Chapter 10
Tue. December, 14	General Discussion	
Tue. December, 21	Final exam 12:00-15:00	

Dates to remember:

- Last Day to change schedule: September, 14
- Last Day to change to audit/pass-no pass option: September, 29
- Last Day to Drop: October, 29
- First day to register for Spring: November, 8

Additional Reading:

The following books containing additional readings will be placed on reserve in the library:

- Jost, J. & Sidanius, J. (2004). *Political Psychology: Key Readings*. Psychology Press
- Sears, D., Huddy, L. & Jervis, R. (2003). *Oxford Handbook of Political Psychology*. Oxford University Press

Additional Texts:

- Herriot, P. (2007). *Religious Fundamentalism and Social Identity*. Routledge (available in the library).
- Hoover, K. (2003). *Elements of Social Scientific Thinking*. Cengage Learning
- Billig, M. (1995). *Banal nationalism*. London: Sage.
- Renshon, S. A., & Duckitt, J. (Eds.). (2000). *Political psychology: Cultural and cross-cultural foundations*. Macmillan Press: Longman.
- Kuklinski, J. H. (2001). *Citizens and Politics: Perspectives from Political Psychology*. Cambridge University Press.
- Nisbett, R. & Cohen, D. (1996). *Culture of Honor: The Psychology of Violence in the South*. Westview Press
- Milgram, S. (1983). *Obedience to Authority*. HarperCollins
- Pratkanis, A. & Aronson, E. (2001). *Age of Propaganda: The Everyday Use and Abuse of Persuasion*, 2nd Ed. Henry Holt and Co.
- Cialdini, R. B. (2003). *Influence: science and practice* (4th ed.). Pearson.
- Brader, T. (2006). *Campaigning for Hearts and Minds: How Emotional Appeals in Political Ads Work*. The University of Chicago Press.
- Zimbardo, P. (2007). *The Lucifer Effect: Understanding How Good People Turn Evil*. Random House.

Journals:

- *Political Psychology*
- *Journal of Social Issues*
- *Social Psychology Quarterly*
- *American Political Science Review*
- *Journal of Personality and Social Psychology*
- *Personality and Social Psychology Bulletin*
- *Social and Personality Psychology Compass*
- *American Journal of Political Science*

ONLINE SOURCES:

1. The SLU-Madrid library databases of electronic journals, newspapers, and reference books:

Entry procedure:

1. Go to: Main Campus Web site: www.slu.edu/libraries/pius.
2. Select "**Electronic Resources**"
3. Select and click on the database of your choice from the drop-down database list
4. Login: User name: **SLUSPAIN**
 Password: *It will be posted in library and Computer Labs.*

2. Psychology online resource central

Contains web links and online resources for psychology students:

<http://www.psych-central.com/>

3. Psychwatch has compiled a comprehensive list of psychological journals from various disciplines which can be accessed online.

<http://www.psychwatch.com/journalpage.htm>

4. AmoebaWeb: web site with online tests, links to journals and other resources:

<http://www.vanguard.edu/faculty/ddegelman/amoebaweb/index.aspx>

5. The APA (American Psychological Association) online journal:

<http://www.apa.org/monitor/>

6. The Wadsworth Psychology Resource Center

<http://www.thomsonedu.com/psychology/>

7. Megalists of Psychology-Related Sites on the Web

<http://www.psyca.com/>

8. Enpsychlopedia

<http://enpsychlopedia.com/>

Using online sources be aware that not all of them have sufficient scientific quality. Use psychology journals and other publications listed in the database.

IMPORTANT NOTE: in written research project full references and descriptions of the used web pages are required.

CLASSROOM PHILOSOPHY:

- ✓ You are required to attend each class session prepared to participate and think critically during lecture and discussion sessions.
- ✓ I trust you will be able to sustain a mutually respectful classroom atmosphere by treating all classmates as equals. Race, ethnic, gender, or other kinds of disrespect are not accepted.
- ✓ You are expected to read up on issues covered during class in the course book.
- ✓ All required assignments are to be submitted on time. All the assignments that are handed in late will be marked down by 5% a day. Excuses such as “I overslept” or “The printer wasn’t working” will not exempt you from late penalties. To justify your absence or delay with an assignment you will have to bring the doctor’s certificate and/or a note from Student life office.
- ✓ Tardiness is at best a rude disruption of your classmates who are punctual, and except for legitimate reasons (doctor’s letter certifying illness for example), you are expected to attend all class sessions.
- ✓ Students with Disabilities: Any student who qualifies for special accommodations, due to presence of a disability, and feels it necessary to utilize them in order to meet the requirements of this course-as outlined in the syllabus, should contact Counseling/Disability Services. Please phone the office at 91 554-5858 (Ext. 230), or send an e-mail to vandrew1@slu.edu. Students may also stop by the Counseling/Disabilities Services office in the Manresa building. Confidentiality will be observed in all inquiries.

POLICY STATEMENT ON ACADEMIC INTEGRITY

The following is a statement of minimum standards for student academic integrity at Saint Louis University.

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student’s work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:

http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf