

## **Psychology 350: Political Psychology (Fall 2010)**

**Meeting times and location:** Tuesdays and Thursdays 1:00-2:20 pm in Arts Lecture Hall 124

### **Course staff:**

**Instructor:** Richard Eibach, Office: PAS 3052, **Email:** [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca), **Phone:** (519) 888-4567 x38790

**Office hours:** Tuesdays and Thursdays, 4:30 pm to 5:30 pm, or by appointment

### **Teaching assistants:**

Jillian Banfield, office: PAS 3240H, email: [jbanfiel@uwaterloo.ca](mailto:jbanfiel@uwaterloo.ca)

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### **Course description**

What does psychology contribute to our understanding of political behavior? To answer this question we will review classic and state-of-the-art approaches to studying political psychology. Lectures and readings will emphasize theory-based research from social, personality, and cognitive psychology that has implications for understanding such topics as voter decision-making, the roots of liberal and conservative ideologies, the forces that maintain the status quo versus the forces that promote social change, barriers to conflict resolution, the influence of media framing and propaganda campaigns on public opinion, the causes of political extremism, scapegoating, and violence, and the determinants of social cohesion and national well-being.

### **Required reading**

The reading assignments consist of journal articles that will be available for downloading from the course webpage on UW-ACE (<https://uwangel.uwaterloo.ca/uwangel/>). These readings will complement and extend the lectures to provide a broad overview of theory and research in political psychology.

### **Exams and assignment**

Course grades will be based on one midterm exam (40%), one final exam (40%), and a written assignment (20%). Exams will consist of multiple-choice questions covering material from both the lectures and the assigned readings.

**Exam review sessions:** Review sessions will be held on an evening prior to the exams. Dates, times, and locations of review sessions will be announced in class and on UW-ACE.

**Dates:** The midterm will be administered in class on October 21. The final exam will take place during the final examination period. The written assignment will be due by the final class meeting (Dec. 2).

**Description of the writing assignment:** Here is a chance to put what you learned in the course to practical use. In this assignment, you will write a short (approximately 5-6 page) paper in which you apply concepts reviewed in the course to a particular political cause or problem. This paper can take many possible forms depending on a student's particular interests. For instance, you might write a psychological analysis of a political advertisement, slogan, speech, or public information campaign. Or you might play the role of a consultant writing a memo to a political party, social movement, or government agency in which you recommend strategies for media messaging or plan a get-out-the-vote campaign. Or you might write a script for a political advertisement, explaining how you would use psychological principles to help frame a political message. Whatever the particular form of the paper your goal should be to apply course topics to a practical issue in a creative way. More detailed instructions for this assignment will be provided in a separate handout later in the semester.

### **UW-ACE**

All lecture outlines will be posted on the course UW-ACE site following each lecture. The UW-ACE site will also be used to post course announcements. UW-ACE can be accessed through the following link:

<https://uwangel.uwaterloo.ca/uwangel/>

## Lecture topics and reading assignments

### Week 1: Introductory topics

#### September 14: Introduction

Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia, PA: Psychology Press.

#### September 16: Errors and biases in political judgment

Grunwald, M. (2009, April 2). How Obama is using the science of change. *Time Magazine*.

Rachlinski, J. J. (2000). The psychology of global climate change. *University of Illinois Law Review*, 299-319.

Todorov, A., Mandisodza, A. N., Goren, A., & Hall, C. C. (2005). Inferences of competence from faces predict election outcomes. *Science*, 308, 1623-1626.

### Week 2: Measuring and understanding public opinion

#### September 21: Measuring public opinion

Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54, 93-105.

#### September 23: Structure and sources of political attitudes

Kinder, D. R. (2006). Politics and the life cycle. *Science*, 312, 1905-1908.

Kinder, D. R. (2006). Belief systems today. *Critical Review*, 18, 197-216.

### Week 3: Manipulating public opinion

#### September 28: Political campaigns, media framing, and symbolic politics

Iyengar, S. (1990). The accessibility bias in politics: Television news and public opinion. *International Journal of Public Opinion Research*, 2, 1-15.

Landau, M. J., Sullivan, D. & Greenberg, J. (2009). Evidence that self-relevant motives and metaphoric framing interact to influence political and social attitudes. *Psychological Science*, 20, 1421-1427

#### September 30: Propaganda and persuasion

Pratkanis, A. R., & Turner, M. E. (1996). Persuasion and democracy: Increasing deliberative participation and enacting social change. *Journal of Social Issues*, 52, 187-205.

Polletta, F. (2008). Storytelling in politics. *Contexts*, 7, 26-31.

## **Week 4: Political ideologies**

### **October 5: Psychological roots of conservatism and liberalism**

Jost, J. T., Nosek, B. A., & Gosling, S. D. (2008). Ideology: Its resurgence in social, personality, and political psychology. *Perspectives on Psychological Science*, 3, 126-136.

Haidt, J., Graham, J., & Joseph, C. (2009). Above and below left-right: Ideological narratives and moral foundations. *Psychological Inquiry*, 20, 110-119.

### **October 7: Right-wing authoritarianism**

Altemeyer, B. (2003). What happens when authoritarians inherit the earth? A simulation. *Analyses of Social Issues and Public Policy*, 3, 161-169.

## **Week 5: Emotions, culture, and regional differences**

### **October 12: Emotions**

Brader, T. (2005). Striking a responsive chord: How political ads motivate and persuade voters by appealing to emotions. *American Journal of Political Science*, 49, 388-405.

Slovic, P. (2007). "If I look at the mass I will never act": Psychic numbing and genocide. *Judgment and Decision Making*, 2, 79-95.

### **October 14: Cultural psychology and regional differences in Canada and the U.S.**

Cohen, D. (1996). Law, social policy, and violence: The impact of regional cultures. *Journal of Personality and Social Psychology*, 70, 961-978.

## **Week 6: Midterm and leadership**

### **October 19: Leadership**

Crocker, J., & Hughes, S. B. (2009). Ecosystem perspective and Barack Obama's campaign for the presidency. *Du Bois Review*, 6, 125-136.

Ballard, E. J., & Suedfeld, P. (1988). Performance ratings of Canadian prime ministers: Individual and situational factors. *Political Psychology*, 9, 291-302.

### **October 21: Midterm**

The midterm will include all of the lecture material and readings up to and including what was covered on October 19.

## **Week 7: Social justice, moral convictions, and political values**

### **October 26:**

#### **Procedural justice and political legitimacy**

Tyler, T. R. (2000). Social justice: Outcome and procedure. *International Journal of Psychology, 35*, 117-125.

### **October 28: Moral convictions, values voting, and the genesis of moral panics**

Rozin, P. (1999). The process of moralization. *Psychological Science, 10*, 218-221.

Skitka, L. J., & Mullen, E. (2002). The dark side of moral conviction. *Analyses of Social Issues and Public Policy, 2*, 35-41.

Tetlock, P. E. (2003). Thinking the unthinkable: Sacred values and taboo cognitions. *Trends in Cognitive Sciences, 7*, 320-324.

## **Week 8: Social dominance and identity politics**

### **November 2: Social hierarchy, ethnocentrism, and multiculturalism.**

Esses, V. M., Dovidio, J. F., Jackson, L. M., & Armstrong, T. L. (2001). The immigration dilemma: The role of perceived group competition, ethnic prejudice, and national identity. *Journal of Social Issues, 57*, 389-412.

### **November 4: Gender politics: Psychological sources of male privilege**

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist, 56*, 109-118.

Pratto, F., & Hegarty, P. (2000). The political psychology of reproductive strategies. *Psychological Science, 11*, 57-62.

## **Week 9: System justification and the psychological advantages of the status quo**

### **November 9: Just world beliefs and defending the system**

Kay, A. Gaucher, D., Peach, J. M., Laurin, K., Friesen, J., Zanna, M. P., & Spencer, S. J. (2009). Inequality, discrimination, and the power of the status quo: Direct evidence for a motivation to see the way things are as the way they should be. *Journal of Personality and Social Psychology, 97*, 421-434.

Olson, K. R., Banaji, M. R., Dweck, C. S., & Spelke, E. S. (2006). Children's biased evaluations of lucky versus unlucky people and their social groups. *Psychological Science, 17*, 845-846.

### **November 11: Threat and defense of the status quo**

Pyszczynski, T. (2004). What are we afraid of? A terror management theory perspective on the politics of fear. *Social Research, 71*, 827-848.

## **Week 10: Psychological mechanisms of social change**

### **November 16: Social movements: Framing and channeling**

Hirsch, E. L. (1990). Sacrifice for the cause: Group processes, recruitment, and commitment in a student social movement. *American Sociological Review*, 55, 243-254.

Ryan, C., & Gamson, W. A. (2006). The art of reframing political debates. *Contexts*, 5, 13-18.

### **November 18: Revolution**

Kurzban, R. (1996). Structural opportunity and perceived opportunity in social movement theory: The Iranian Revolution of 1979. *American Sociological Review*, 61, 153-170.

## **Week 11: Conflict, extremism, and political violence**

### **November 26: Psychological barriers to conflict resolution**

Blatz, C. W., Schumann, K., & Ross, M. (2009). Government apologies for historical injustices. *Political Psychology*, 30, 219-241.

Gilbert, D. (2006, July 24). He who cast the first stone probably didn't. *New York Times*.

Kahneman, D., & Renshon, J. (2007). Why hawks win. *Foreign Policy*, 158, 34-38.

Ferree, M. M., Gamson, W. A., Jerhards, J., & Rucht, D. (2002). Abortion talk in Germany and the United States: Why rights explanations are wrong. *Contexts*, 1, 27-33.

### **November 28: Extremism and political violence**

Atran, S. (2003). Genesis of suicide terrorism. *Science*, 299, 1534-1539.

McCauley, C., & Moskaleiko, S. (2008). Mechanisms of radicalization: Pathways toward terrorism. *Terrorism and Political Violence*, 20, 415-433.

## **Week 12: Community, social cohesion, and national well-being**

### **November 30: Psychological foundations of community: Norms, commitment, and social order**

Keizer, K., Lindenberg, S., & Steg, L. (2008). The spreading of disorder. *Science*, 322, 1681-1685.

Kanter, R. M. (1972). Commitment and the internal organization of millennial movements. *American Behavioral Scientist*, 16, 219-243.

### **December 2: The politics of happiness**

Gilbert, D. T. (2009, May 20). What you don't know makes me nervous. *New York Times*.

Napier, J. L., & Jost, J. T. (2008). Why are conservatives happier than liberals? *Psychological Science*, 19, 565-572.

## Accommodation Policies

**Students who are requesting accommodation for course requirements** (*assignments, midterm tests, final exams, etc.*) **due to illness** should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form: [http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- submit that form to the instructor within 48 hours.  
(preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

- waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or provide an extension.

**In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

**The Official Version of the Course Outline** If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on ACE, the outline on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

**Accommodations for Students with Disabilities** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

**Concerns About the Course or Instructor (Informal Stage)** We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: [cellard@uwaterloo.ca](mailto:cellard@uwaterloo.ca) Ph 519-888- 4567 ext 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

## Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more informaton.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm), <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm), Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm), <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm> (Include also the following paragraph if you will be using Turnitin\*): Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. In the first week of the term, details will be provided about arrangements for the use of Turnitin in this course.

**Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/>

Graded final examination papers as well as unclaimed graded, essays, and midterm tests for this course will be kept in storage in the Psychology Department for a maximum of 16 months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential shredding procedures.

## **Research Experience Guidelines for Psychology 350**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a "bonus" of up to 4% in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

#### Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.



Participation is worth 0.5 participation credits (grade percentage points) for each half-hour of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term. Study scheduling, participation and grade assignment is managed online on the SONA website.

Detailed instructions on how to use SONA to participate in studies can be found at <http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

More information about the REG program is available at: <http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

### **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture. Late submissions will not be accepted under any circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.