

Psychology 350: Political Psychology (Fall 2016)

Meeting times and location: Mondays, Wednesdays, and Fridays 12:30pm-1:20pm in PAS 2083

Course staff:

Instructor: Richard Eibach, **Office:** PAS 3053, **Email:** reibach@uwaterloo.ca,

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Office hours: Thursdays, 4:00pm to 5:00pm, or by appointment

Teaching assistants:

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Course description:

What can psychology contribute to our understanding of politics? To answer this we will review theory and research in political psychology that draws insights from social, personality, developmental, and cognitive psychology. We will review such topics as voter decision-making, the roots of liberal and conservative ideologies, the forces that maintain status hierarchies and economic inequality, techniques social movements use to raise consciousness, 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.

Exams and assignment

Course grades will be based on one midterm exam (35%), one final exam (40%), and one essay assignment (25%). Exams will cover material from both the lectures and the assigned readings. Exam review sessions will be scheduled to take place on an evening before the exam. Dates, times, and locations of exam review sessions will be announced. The essay assignment is due by 11:00 p.m. on November 25, and can be uploaded to a dropbox on LEARN. Detailed instructions and guidelines for the assignment will be provided in a handout that will be posted on LEARN at a later date. The final exam will take place during the final examination period.

Required reading

Each week we will read articles from the published literature on political psychology. The assigned readings will be available for downloading at the course webpage on LEARN.

Official version of the course outline. The outline on LEARN is the official version of the course outline.

Lecture topics and reading assignments

September 9: Course overview and introduction

Social justice, civic motivation, and leadership

September 12: The psychology of social justice

Brosnan, S. F., & de Waal, F. B. M. (2014). Evolution of responses to (un)fairness. *Science*, *346*, 1261776. doi: 10.1126/science.1251776

September 14: Political leadership

ten Brinke, L., Liu, C. C., Keltner, D., & Srivastava, S. B. (2016). Virtues, vices, and political influence in the U.S. Senate. *Psychological Science*, *27*, 85-93. doi:10.1177/0956797615611922

September 16: Promoting civic engagement using identity cues, planning, and social norms

Bryan, C. J., Walton, G. M., Rogers, T., & Dweck, C. S. (2011). Motivating voter turnout by invoking the self. *Proceedings of the National Academy of Sciences*, *108*, 12653-12656.

Nickerson, D., & Rogers, T. (2010). Do you have a voting plan? Implementation intentions, voter turnout, and organic plan making. *Psychological Science*, *21*, 194-199. doi:10.1177/0956797609359326

Political judgment and decision-making

September 19: Heuristics and biases in political judgment

Levy, J. S. (2002). Daniel Kahneman: Judgment, decision, and rationality. *Political Science & Politics*, *35*, 271-273. doi:10.1017.S1049096502000665

Sevincer, A., Wagner, G., Kalvelage, J., & Oettingen, G. (2014). Positive thinking about the future in newspaper reports and presidential addresses predicts economic downturn. *Psychological Science*, *25*, 1010-1017. doi:10.1177/0956797613518350

September 21: Emotional judgment and the psychological limits of compassion

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

September 23: Motivated reasoning and opinion polarization

Mooney, B. C. (2011, May/June). The science of why we don't believe science. *Mother Jones*, *36*, 40-45.

Young, A., Ratner, K., & Fazio, R. (2014). Political attitudes bias the mental representation of a presidential candidate's face. *Psychological Science*, *25*, 503-510. doi:10.1177/0956797613510717

Measuring and manipulating public opinion

September 26: Gauging public opinion

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

September 28: Media influences and symbolic politics

Paluck, E. L., & Green, D. P. (2009). Deference, dissent, and dispute resolution: An experimental intervention using mass media to change norms and behavior in Rwanda. *American Political Science Review*, *103*, 622-644. doi:10.1017/S0003055409990128

September 30: Political persuasion and propaganda techniques

Cialdini, R. B. (2003). Crafting normative messages to protect the environment. *Current Directions in Psychological Science*, *12*, 105-109.

Hassin, R. R., Ferguson, M. J., Kardosh, R., Porter, S. C., Carter, T. J., & Dudareva, V. (2009). Précis of implicit nationalism. *Annals of the New York Academy of Sciences*, *1167*, 135-145. doi:10.1111/j.1749-6632.2009.04734.x

Personality and political ideology**October 3: Behavioural genetics, neuroscience, and development of political orientation**

Block, J., & Block, J. H. (2006). Nursery school personality and political orientation two decades later. *Journal of Research in Personality, 40*, 734-749. doi:10.1016/j.jrp.2005.09.005

October 5: Traits and temperaments of conservatives and liberals

McAdams, D. (2016, June). The mind of Donald Trump. *The Atlantic*. <http://www.theatlantic.com/magazine/archive/2016/06/the-mind-of-donald-trump/480771/>

October 7: Life narratives of conservatives and liberals

McAdams, D. P., Hanek, K. J., & Dadabo, J. G. (2013). Themes of self-regulation and self-exploration in the life stories of religious American conservatives and liberals. *Political Psychology, 34*, 201-219. doi:10.1111/j.1467-9221.2012.00933.x

October 10-12: Thanksgiving and Study Days**System justification and defense of the status quo****October 14: The system justification motive**

Jost, J. T. (2015). Resistance to change: A social psychological perspective. *Social Research, 82*, 607-636.

October 17: Legitimizing ideologies and the rationalization of inequality

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

October 19: The status quo bias

Feinberg, M., & Willer, R. (2011). Apocalypse soon? Dire messages reduce belief in global warming by contradicting just-world beliefs. *Psychological Science, 22*, 34-38. doi:10.1177/0956797610391911

October 21: Power, status, and the psychology of inequality

Fiske, S. T. (2010). Envy up, scorn down. *American Psychologist, 65*, 698-706. doi:10.1037/0003-066X.65.8.698

Midterm - October 24:

The midterm will include all of the lecture material and readings up to and including what was covered on October 21.

The psychology of protest**October 26: Social movements (I): Framing, consciousness raising, and system-level emotions**

Solak, N., Jost, J. T., Sümer, N., & Clore, G. L. (2012). Rage against the machine: The case for System-Level emotions. *Social and Personality Psychology Compass, 6*, 674-690. doi:10.1111/j.1751-9004.2012.00456.x

October 28: Social movements (II): Politicized identities and social networks

Zomeran, M. (2013). Four core social-psychological motivations to undertake collective action. *Social and Personality Psychology Compass, 7*, 378-388. doi:10.1111/spc3.12031

October 31: Riots, revolution, and social breakdown

Stott, C., Drury, J., & Reicher, S. (2016). On the role of a social identity analysis in articulating structure and collective action: The 2011 riots in Tottenham and Hackney. *British Journal of Criminology*, first published online April 8, 2016 doi:10.1093/bjc/azw036

Social hierarchies and the psychology of backlash

November 2: 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.

November 4: Social dominance & inequality

Pratto, F., & Shih, M. (2000). Social dominance orientation and group context in implicit group prejudice. *Psychological Science*, 11, 515-518. doi:10.1111/1467-9280.00299

November 7: Ethnic threats, symbolic politics, and dogwhistles

Esses, V. M., Medianu, S., & Lawson, A. S. (2013). Uncertainty, threat, and the role of the media in promoting the dehumanization of immigrants and refugees. *Journal of Social Issues*, 69, 518-536. doi:10.1111/josi.12027

November 9: Precarious manhood and anti-feminist backlash

Vandello, J. A., & Bosson, J. K. (2013). Hard won and easily lost: A review and synthesis of theory and research on precarious manhood. *Psychology of Men & Masculinity*, 14, 101-113. doi:10.1037/a0029826

Culture wars and moral panics

November 11: Culture wars

Haidt, J., & Hersh, M. A. (2001). Sexual morality: The cultures and emotions of conservatives and liberals. *Journal of Applied Social Psychology*, 31, 191-221. doi:10.1111/j.1559-1816.2001.tb02489.x

November 14: Moral framing, moral panics and the politics of disgust

Feinberg, M., & Willer, R. (2013). The moral roots of environmental attitudes. *Psychological Science*, 24, 56-62. doi:10.1177/0956797612449177

Scott, S. E., Inbar, Y., & Rozin, P. (2016). Evidence for absolute moral opposition to genetically modified food in the United States. *Perspectives on Psychological Science*, 11, 315-324, doi:10.1177/1745691615621275

Psychological roots of conflict and extremism

November 16: Psychological barriers to conflict resolution (I)

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

November 18: Psychological barriers to conflict resolution (II)

Atran, S., & Ginges, J. (2012). Religious and sacred imperatives in human conflict. *Science* 336, 855-857. doi:10.1126/science.1216902

November 21: Groupthink, ideological segregation, and polarization

Barberá, P., Jost, J. T., Nagler, J., Tucker, J. A., & Bonneau, R. (2015). Tweeting from left to right. *Psychological Science*, 26, 1531-1542. doi:10.1177/0956797615594620

November 23: Extremism

Dugas, M., & Kruglanski, A. W. (2014). The quest for significance model of radicalization: Implications for the management of terrorist detainees. *Behavioral Sciences & the Law*, 32, 423-439. doi:10.1002/bsl.2122

November 25: Dehumanization and collective violence

Psychology and public policy

November 28: Using psychology to design more effective policies (I)

Sunstein, C. R. (2016). The council of psychological advisers. *Annual Review of Psychology*, 67, 713-737. doi:10.1146/annurev-psych-081914-124745

November 30: Using psychology to design more effective policies (II)

Shafir, E. (2014). Poverty and civil rights: A behavioral economics perspective. *University of Illinois Law Review*, 1, 205-229

December 2: Using psychology to design more effective policies (III)

Tyler, T. R., Goff, P. A., & MacCoun, R. J. (2015). The impact of psychological science on policing in the United States: Procedural justice, legitimacy, and effective law enforcement. *Psychological Science in the Public Interest*, 16, 75-109, doi:10.1177/1529100615617791

Conclusion

December 5: National well-being, social capital, and institutional trust

Oishi, S., Schimmack, U., & Diener, E. (2012). Progressive taxation and the subjective well-being of nations. *Psychological Science*, 23, 86-92. doi:10.1177/0956797611420882

Twenge, J., Campbell, W., & Carter, N. (2014). Declines in trust in others and confidence in institutions among American adults and late adolescents, 1972–2012. *Psychological Science*, 25, 1914-1923. doi:10.1177/0956797614545133

Research Experience Marks: Information and Guidelines

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, students may earn a **"bonus" grade 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: 1) Purpose or objectives of the study, 2) Dependent and independent variables, 3) Expected results, 4) References for at least two related research articles, 5) Provisions to ensure confidentiality of data, 6) Contact information of the researcher should the student have further questions about the study, 7) 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 in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate? Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

****** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ******

More information about the REG program is available at: [REG Participants' Homepage](#)

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 instructor 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 day of lectures](#). 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.

Accommodation for course requirements

Students requesting accommodation for course requirements (attending class, assignments, etc.) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed uWaterloo [Verification of Illness Form](#)
- submit that form to the instructor within 48 hours.
- (is possible) 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 assignment, the instructor will either:

1. 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
2. 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.

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 AS office at the beginning of each academic term.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, 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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns About a Course Policy or Decision

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 Studies (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

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 [72](#) below for further details.

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](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Studies who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).