

1-2014

## PSYX 594.01: Seminar - Political Psychology

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**Psychology 594 Syllabus**  
**Political Psychology Seminar: Spring 2014**

**Scheduled Time: 8:10-9:30 TTh Skaggs 303**

**Instructor: Dr. Luke Conway**

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***(Please note that e-mail is preferred, meaning: Don't bother calling me!)***

**Readings: listed below**

**Office hours: TBA**

## **I. NOTES**

**A. Accommodation of Students with Disabilities:** In accordance with the University of Montana's mission to provide equal educational opportunities for all students, I am willing to provide necessary accommodations for students with disabilities. If you require any accommodations, please make these known to me, and I will work with the office of Disability Services in adapting this course.

**B. Academic Misconduct:** You are expected to adhere to the university's student conduct code with regard to academic integrity. Academic misconduct in this course will result in an academic penalty commensurate with the offense as well as possible disciplinary action by the university.

**C. Incompletes:** Departmental and university policies regarding incompletes do not allow changing "incomplete" grades after one year has passed since the "I" was granted.

**D. Credit/No Credit:** For students taking this course Cr/NCr, "Credit" is a grade of A, B, or C. "No Credit" is a grade of D or F. *Note: I no longer allow students to change from traditional grading to credit/no credit once the deadline for doing so has passed.* (In other words, if I have to sign something in order for you to change the grading option, I will not do so. If you can do it without my approval, I of course will not stop that).

**E. Pre-requisite:** Undergraduate course in social psychology or consent of instructor.

**F. All students must practice academic honesty.** *Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.*

## **II. MY GOALS FOR THIS CLASS**

**A. Provide an overview of major theories and research in Political Psychology.** I want you to get a sense of research and theory relevant to the interface between human psychology and politics.

**B. Get some history/systems background.** Although this class is not a direct history and systems class, you should get some background in the history and systems that have shaped this field and the culture(s) around it. We will discuss, for example, the political forces at work in our field, as well as the socio-political forces that partially shaped this and other cultures (e.g., prejudice, gender issues).

**C. Hone thinking/analysis skills through discussion and debate.** So much of being a good psychologist involves learning to critically analyze the stuff we read and hear for ourselves. So a lot of this class is designed to help facilitate the development of your own thinking skills by forcing you to interact with other folks about research and theory.

**D. Gain in-depth knowledge of a few topics.** I want you to get a sweeping feel for the field in general, but I'd also like for you to get really deep into a few topics partially of your choosing. To that end, you'll be writing a paper.

**E. Hone your speaking and writing skills.** In addition, the class discussions and paper will give you another chance to sharpen your speaking and writing skills. As these skills are almost universally useful no matter what area of psychology, political science, environmental studies, etc., you go into (clinical, academic, applied), I think this is no small thing.

## **III. WHAT I EXPECT OF YOU**

There are a few basic things that I expect out of you in this course. The percentage of your grade that each portion accounts for is indicated in parentheses:

**A. Reading/Class participation (50%).** Class participation contains several elements:

1. **Be in class.** Class attendance is mandatory. Every person is allowed 1 week worth of

“skips.” (This will be two class periods if we meet twice a week, or one class period if we meet once a week). Beyond that one skip, you must clear it with me beforehand (at my discretion) and turn in a short critique of the articles you were assigned. Failure to do so will lead to an automatic reduction in your grade.

2. **Do the readings.** We will spend some portion of class time discussing the articles we read. Thus, I expect each of you to read *every* assigned article prior to the class period for which it is assigned. If I am not satisfied that this is occurring, I reserve the right to make the entire class write thought papers over the articles each week. The readings in this class are intentionally light so that you can have plenty of time to focus on them.

3. **Have stuff to say about the readings.** I will supplement the readings with additional information, but I don't want to talk too much. So: You should make notes as you read the articles so that you will have lots of things to say about them during class. (If I perceive that you aren't making many comments, I will assume you have not read the articles critically – and your grade will reflect that.)

4. **Be alert and prepared to interact with others during class.** Think about what others are saying, and be prepared to add to (or respond to) their comments in an orderly fashion.

5. **Be extremely nice...but say what you think!** When others are making their comments, be quiet and polite. Don't interrupt (unruly behavior, talking while others are talking, or being rude to others will **not** be tolerated), but when it is your turn – say what you think! Do not be afraid of disagreements, as long as they are within the bounds of good taste (e.g., I won't tolerate racist comments in any degree, but we can have disagreements about “culture” and what that means, etc.).

6. **Learn from what others say.** When I or others give summaries of theory and research, you are expected to learn something. To ensure that you do, I'll be expecting you to incorporate some of what you've learned into your paper (discussed below). It would probably be a good idea to take notes, but I'm not going to check up on your method – just the result.

**B. Paper (50%).** You will be required to write one paper on a topic of your choice. The paper will be due during finals week. The paper can take two different forms:

(1) a mini-*Psychology Review*-style theoretical paper that proposes a particular novel theoretical perspective and defends it, or tackles a novel question.

(2) a research proposal relevant to political psychology; this proposal should also include a review of the relevant research/theory. I do not want research proposals that you have already worked on for another class or theses/dissertations. I want something novel that pertains directly to political psychology in some way!

There will be no specific word minimum/maximum on the two papers, but they will probably be around 8-15 pages of text each. They should be written in APA format. Regardless of which of the options you choose for each paper, the purpose of the assignment is the same: You should think broadly and integratively, you should draw upon as much relevant research as you can, and you should write a paper that is thought-provoking and logically sound. In marking the paper, I'll be looking for evidence of (a) comprehension of the empirical and conceptual material that we've covered, (b) effective and thoughtful use of that material in defending the statement/position/proposal you are choosing to defend, and (c) careful, integrative, and creative thought.

Some more specific guidelines in order to facilitate each of these goals: You *must* cite at least 10 articles/chapters in your paper, according to the following breakdown (4+4+2 = 10):

(1) cite at least 4 of the papers that you have been assigned to read for class

(2) cite at least 4 papers that I presented during the course of our presentations and discussions

(3) cite at least 2 papers that we did not read or did not discuss in class at all, e.g., by looking for papers on psychinfo. *Good sources include: Handbook of Political Psychology* (for background), *Political Psychology*, *Journal of Social Issues*, *Journal of Conflict Resolution*, *Journal of Personality and Social Psychology*, *Personality and Social Psychology Bulletin*, and specialized journals for specific topics.

These specific requirements are intended to force you to think broadly and integratively about the topic you choose, as well as to ensure that you are learning (and are able to apply) something from our class discussions.

## **V. HOW YOUR GRADE WILL BE DETERMINED**

Grades will be based on the usual norms that decide such things:

- A: 90% or higher
- B+: 85-89%
- B: 80-84%
- C+: 75-79%
- C: 70-74%
- D+: 65-69%
- D: 60-64%
- F: 59% and below

## **VI. COURSE CALENDAR AND READING LIST**

**Note I:** These articles can be obtained on e-reserve at <http://eres.lib.umd.edu>. The password is "PSY594".

**Note II:** Below the readings are organized by week. If we meet once a week, then read both papers before that class period. If we meet twice a week, then read the first paper listed for the first day (e.g., Tuesday) and the second paper for the second day (e.g., Thursday).

### Week 1 (January 27). Methods/Overview

*Tuesday: (No readings for Tuesday on Week 1)*

*Thursday:*

Tetlock, P. E. (1994). Political psychology or politicized psychology: Is the road to scientific hell paved with good moral intentions? *Political Psychology*, 15, 509-529.

### Week 2 (Feb. 3). History and Systems: Politicizing Political Psychology

Arkes, H. R. (2003). Psychology in Washington: The nonuse of psychological research at two federal agencies. *Psychological Science*, 14, 1-6.

Arkes, H. R., & Tetlock, P. E. (2004). Attributions of implicit prejudice, or "Would Jesse Jackson 'fail' the implicit association test?" *Psychological Inquiry*, 15, 257-278.

### Week 3 (Feb 10). Stereotyping and Prejudice

Federico, C. M., Holmes, J. W. (2005). Education and the interface between racial perceptions and criminal justice attitudes. *Political Psychology*, 26, 47-75.

**NOTE: Luke is out of town on Thursday, February 13, so there will be NO CLASS**

### Week 4 (Feb 17) Stereotyping and Prejudice II

\*\*Levin, S., Henry, P. J., Pratto, F., & Sidanius, J. (2003). Social dominance and social identity in Lebanon: Implications for support of violence against the West. *Group Processes and Intergroup Relations*, 6, 353-368.

Schaller, M., & Abeyasinghe, A. M. N. D. (2006). Geographical frame of reference and dangerous intergroup attitudes: A double-minority study in Sri Lanka. *Political Psychology*, 27, 615-631.

#### Week 5 (Feb 24). Political Cognition I

Maio, G. R., & Esses, V. M. (1998). The social consequences of Affirmative Action: Deleterious effects on perceptions of groups. *Personality and Social Psychology Bulletin*, 24, 65-74.

Reyna, C., Tucker, A., Korfmacher, W., & Henry, P. J. (2005). Searching for common ground between supporters and opponents of affirmative action. *Political Psychology*, 26, 667-682.

#### Week 6 (Mar. 3): Political Cognition II

Brewer, P. R., & Gross, K. (2005). Values, framing, and citizens' thoughts about policy issues: Effects on content and quantity. *Political Psychology*, 26, 929-948.

Wetherell, G., Reyna, C. and Sadler, M. (2013), Public Option Versus the Market: Perceived Value Violations Drive Opposition to Healthcare Reform. *Political Psychology*, 34: 43–66. doi: 10.1111/j.1467-9221.2012.00923.x

#### Week 7 (March 10). Gender and Politics Issues

Genovese, M.A. (1993). Women as national leaders: What do we know? In M. A. Genovese (Ed.), *Women as National Leaders: The Political Performance of Women as Heads of Government*. Sage Publications.

Sykes, P. L. (1993). Women as national leaders: What do we know? In M. A. Genovese (Ed.), *Women as National Leaders: The Political Performance of Women as Heads of Government*. Sage Publications.

Smith, J. L, Lewis, K. L., Hawthorne, L., & Hodges, S. D. (2013). When Trying Hard Isn't Natural: Women's Belonging with and Motivation for Male-Dominated STEM Fields as a Function of Effort Expenditure Concerns. *Personality and Social Psychology Bulletin*, 39, 3-15. doi: 10.1177/0146167212468332

#### Week 8 (March 17). Culture and Politics.

Schwartz, S. H., & Bardi, A. (1997). Influences of adaptation to communist rule on value priorities in Eastern Europe. *Political Psychology*, 18, 385-410.

Funk, C. L., Smith, K. B., Alford, J. R., Hibbing, M. V., Eaton, N. R., Krueger, R. F., Eaves, L. J. and Hibbing, J. R. (2013), Genetic and Environmental Transmission of Political Orientations. *Political Psychology*, 34: 805–819. doi: 10.1111/j.1467-9221.2012.00915.x

#### Week 9 (March 24). The Psychology of Public Opinion (Mass Movements, Elections)

\*\*Simpson, J. (1987). Pollstruck. *Policy Options*, 8, 3-7.

\*\*Adams, M. (1987). Pro Polling. *Policy Options*, 8, 28-30.

**NOTE: The Simpson and Adams articles count for one day – they are short complimentary pieces. So read both of them for Day 1 this week, and read the Voeten & Brewer article for Day 2.**

Fausey, C. M. and Matlock, T. (2011), Can Grammar Win Elections?. *Political Psychology*, 32: 563–574. doi: 10.1111/j.1467-9221.2010.00802.x

### Week 10 (March 31). SPRING BREAK – NO CLASS

#### Week 11 (April 7). Dictatorships

Post, J. M. (1991). Saddam Hussein of Iraq: A political psychology profile. *Political Psychology*, 12, 279-289.

Glad, B. (2002). Why tyrants go too far: Malignant narcissism and absolute power. *Political Psychology*, 23, 1-37.

#### Week 12 (April 14). Authoritarianism

Peterson, B. E., & Gerstein, E. D. (2005). Fighting and flying: Archival analysis of threat, authoritarianism, and the North American comic book. *Political Psychology*, 26, 887-904.

Son Hing, L. S., Bobocel, D. R., Zanna, M. P., McBride, M. V. (2007). Authoritarian dynamics and unethical decision making: High social dominance orientation leaders and high right-wing authoritarian followers. *Journal of Personality and Social Psychology*, 92, 67-81.

#### Week 13 (April 21). Political Decision-Making: War and Peace

\*\*Conway, L. G., III, Suedfeld, P., & Tetlock, P. E. (2001). Integrative complexity and political decisions that lead to war or peace. In D. J. Christie, R. V. Wagner, & D. Winter (Eds.), Peace, conflict, and violence: Peace psychology for the 21st century (pp. 66-75). Englewood Cliffs, NJ: Prentice-Hall.

Winter, D. (1993). Power, affiliation, and war: Three tests of a motivational model. *Journal of Personality and Social Psychology*, 65, 532-545.

#### Week 14 (April 28). Terrorism/Political Violence

Kruglanski, A. W., Chen, Xiaoyan, Dechesne, M., Fishman, S., & Orehek, E. (2009). Fully committed: Suicide bombers' motivation and the quest for personal significance. *Political Psychology*, 30, 331-357.

Post, J. (2005). When hatred is bred in the bone: Psycho-cultural foundations of contemporary terrorism. *Political Psychology*, 26, 615-636.

#### Week 15 (May 5). Personality and Political Leadership

Simonton, D. K. (1986). Presidential personality: Biographical use of the Gough Adjective Check List. *Journal of Personality and Social Psychology*, 51, 149-160.

Suedfeld, P., Cross, R. W. and Brcic, J. (2011), Two Years of Ups and Downs: Barack Obama's Patterns of Integrative Complexity, Motive Imagery, and Values. *Political Psychology*, 32: 1007–1033. doi: 10.1111/j.1467-9221.2011.00850.x

Arceneaux, K. and Vander Wielen, R. J. (2013), The Effects of Need for Cognition and Need for Affect on Partisan Evaluations. *Political Psychology*, 34: 23–42. doi: 10.1111/j.1467-9221.2012.00925.x

Wetherell, G., Reyna, C. and Sadler, M. (2013), Public Option Versus the Market: Perceived Value Violations Drive Opposition to Healthcare Reform. *Political Psychology*, 34: 43–66. doi: 10.1111/j.1467-9221.2012.00923.x

Weber, C. R. and Federico, C. M. (2013), Moral Foundations and Heterogeneity in Ideological Preferences. *Political Psychology*, 34: 107–126. doi: 10.1111/j.1467-9221.2012.00922.x

Loewen, P. J. and Dawes, C. T. (2012), The Heritability of Duty and Voter Turnout. *Political Psychology*, 33: 363–373. doi: 10.1111/j.1467-9221.2012.00881.x

Dietrich, B. J., Lasley, S., Mondak, J. J., Remmel, M. L. and Turner, J. (2012), Personality and Legislative Politics: The Big Five Trait Dimensions Among U.S. State Legislators. *Political Psychology*, 33: 195–210. doi: 10.1111/j.1467-9221.2012.00870.x

Piurko, Y., Schwartz, S. H. and Davidov, E. (2011), Basic Personal Values and the Meaning of Left-Right Political Orientations in 20 Countries. *Political Psychology*, 32: 537–561. doi: 10.1111/j.1467-9221.2011.00828.x

Subašić, E., Reynolds, K. J., Reicher, S. D. and Klandermans, B. (2012), Where To From Here for the Psychology of Social Change? Future Directions for Theory and Practice. *Political Psychology*, 33: 61–74. doi: 10.1111/j.1467-9221.2011.00864.x

Theodoridis, A. G. and Nelson, A. J. (2012), Of BOLD Claims and Excessive Fears: A Call for Caution *and Patience* Regarding Political Neuroscience. *Political Psychology*, 33: 27–43. doi: 10.1111/j.1467-9221.2011.00860.x

Voeten, E., & Brewer, P. R. (2007). Public opinion, the war in Iraq, and presidential accountability. *Journal of Conflict Resolution*, 50, 809-830.

Keller, J. W. (2005). Constraint respecters, constraint challengers, and crisis decision making in democracies: A case study analysis of Kennedy versus Reagan. *Political Psychology*, 26, 835-867.

Luks, S., & Elms, L. (2005). African-American partisanship and the legacy of the Civil Rights movement: Generational, regional, and economic influences on democratic identification, 1973-1994. *Political Psychology*, 26, 735-754.

Steinberg, B. S. (2005). Indira Ghandi: The relationship between personality profile and leadership style. *Political Psychology*, 26, 755-789.

Lodge, M., & Taber, C. (2005). The automaticity of affect for political leaders, groups, and issues: An experimental test of the hot cognition hypothesis. *Political Psychology*, 26, 455-482.

*Other possible topics include, but are not limited to (let me know if you are keen to cover one of these, and I might try to work it into my lectures):*

*Espionage/Deceit/Spying*

*Presidential Narcissism*

*Negotiation/Conflict Resolution*

*Party/Nation Identification*

*Medical Problems for National Leaders*

*The Psychology of Oppression*

*Communication and Media*

*Profiles of Particular Leaders (e.g., G.W. Bush)*



Annual Review of Psychology	<a href="#">150.58 A615</a> or Academic Search Premier (e-resource)
American Psychologist	<a href="#">150.5 A5122</a>
Journal of Abnormal Psychology	<a href="#">616.89005 J86</a>
Journal of Cross-Cultural Psychology	<a href="#">155.805 J86</a> or 1999- present in <a href="#">Ingenta Select</a> (e-resource)
Journal of Experimental Social Psychology	<a href="#">301.1505 J86</a> or <a href="#">ScienceDirect Elsevier Science Journals</a> (e-resource)
Journal of Research in Personality	<a href="#">137.05 J86</a> or <a href="#">ScienceDirect Elsevier Science Journals</a>
<b>Journal of Personality and Social Psychology</b>	<b><a href="#">301.1505 J863</a></b>
Personality and Social Psychology Bulletin	<a href="#">302.05 P467</a> , 1999- present in <a href="#">Ingenta Select</a> (e-resource)
Personality and Social Psychology Review	Academic Search Premier (e-resource)
<b>Political Psychology</b>	<b>Academic Search Premier (e-resource)</b>
Psychological Bulletin	<a href="#">150.5 P9744</a>
<b>Psychological Inquiry</b>	<b>Academic Search Premier (e-resource)</b>
Psychological Review	<a href="#">150.5 P9746</a>
<b>Psychological Science</b>	<b>Academic Search Premier, Blackwell-synergy (e-resources)</b>

**\*\*Staub, E. (1995). Torture: Psychological and Cultural Origins. In Crelinsten, R. D., & A. P. Schmid (Eds.), *The Politics of Pain: Torturers and their Masters* (pp. 99-111). Boulder, CO: Westview Press.**