PSYX 594.01: Seminar - Political Psychology

Lucian G. Conway

University of Montana - Missoula, luke.conway@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Recommended Citation
https://scholarworks.umt.edu/syllabi/2431

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
Psychology 594 Syllabus
Political Psychology Seminar: Spring 2014

Scheduled Time: 8:10-9:30 TTh Skaggs 303
Instructor: Dr. Luke Conway
Office: 239 Skaggs; ext. 4821
E-mail: luke.conway@umontana.edu
(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.umt.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)

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

Week 3 (Feb 10). Stereotyping and Prejudice

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

Week 4 (Feb 17). Stereotyping and Prejudice II

Week 5 (Feb 24). Political Cognition I


Week 6 (Mar. 3): Political Cognition II


Week 7 (March 10). Gender and Politics Issues


Week 8 (March 17). Culture and Politics.


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


**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.**

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

Week 11 (April 7). Dictatorships


Week 12 (April 14). Authoritarianism


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


Week 14 (April 28). Terrorism/Political Violence


Week 15 (May 5). Personality and Political Leadership


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)