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PSYX 594.01: Seminar - Political Psychology

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Psychology 594 Syllabus

Political Psychology Seminar: Spring 2022

Course Information

Scheduled Time: 8:00 – 9:20 Tuesday, Thursday in Skaggs 303

Instructor: Dr. Luke Conway

Office: 239 Skaggs

Email: luke.conway@umontana.edu

Readings: listed below

Office hours: TBA

Notes

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office of Disability Equity](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with the Office of Disability Equity (ODE), please contact the Office of Disability Equity in Lommasson Center 154 or call 406.243.2243. I will work with you and ODE to provide an appropriate modification.

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.

Incompletes

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

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).

Pre-requisite

The pre-requisite for this course is consent of instructor.

Academic Honesty

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](#).

My Goals

- 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.

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:

- A mini *Psychology Review*-style theoretical paper that proposes a particular novel theoretical perspective and defends it, or tackles a novel question.
- 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 these/dissertations. I want something novel that pertains directly to political psychology in some way!

There will be no specific word minimum/maximum on the paper, but it will probably be around 8-15 pages of text. It 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, Peace and Conflict: Journal of Peace Psychology, 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.

Course Grading

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

Letter Grade	Percentage
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

Course Calendar and Reading List

Note I: These articles can be obtained EITHER via the links listed here OR on the course's Moodle page. START WITH THE SYLLABUS. It is YOUR JOB TO BE SURE YOU GET ACCESS to the listed paper for each day – if you cannot do so, e-mail the instructor and he will get access for you.

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). **USE THE SYLLABUS AND NOT MOODLE TO DETERMINE WHICH PAPER TO READ FOR CLASS!**

Week 1 (January 17). Methods/Overview

[No readings for Tuesday]

For 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 (January 24). 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.

[No class Thursday Jan 27, Luke out of town]

Week 3 (Jan. 31). Stereotyping and Prejudice

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.

Dupree, C. H., & Fiske, S. T. (2019). Self-presentation in interracial settings: The competence downshift by White liberals. *Journal of Personality and Social Psychology, 117*(3), 579.

RG link:

https://www.researchgate.net/publication/331603868_Self-Presentation_in_Interracial_Settings_The_Competence_Downshift_by_White_Liberals

Week 4 (Feb. 7) Stereotyping and Prejudice II

Dhont, K., Hodson, G., Costello, K., & McInnis, C. C. (2014). Social dominance orientation connects prejudicial human-human and human-animal relations. *Personality and Individual Differences, 61*, 105-108.

RG LINK:

https://www.researchgate.net/publication/260296264_Social_dominance_orientation_connects_prejudicial_human-human_and_human-animal_relations

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 14). Political Cognition

Robinson, M. D., Boyd, R. L., Fetterman, A. K., Persich, M. R. (2016). The mind versus the body in political (and nonpolitical) discourse: Linguistic evidence for an ideological signature in U.S. politics. *Journal of Language and Social Psychology, 10.1177/0261927X16668376*

RG LINK:

https://www.researchgate.net/publication/307548550_The_Mind_Versus_the_Body_in_Political_and_Nonpolitical_Discourse_Linguistic_Evidence_for_an_Ideological_Signature_in_US_Politics

[No class Thursday Feb. 17, Luke out of town]

Week 6 (Feb 21): Ideological Symmetry Debate

Ruisch, B. C., & Stern, C. (2021). The confident conservative: Ideological differences in judgment and decision-making confidence. *Journal of Experimental Psychology: General, 150*(3), 527.

Link:

<http://benruisch.com/wp-content/uploads/2021/02/Ruisch-and-Stern-JEPG-The-Confident-Conservative.pdf>

Baron, J., & Jost, J. T. (2019). False equivalence: Are liberals and conservatives in the United States equally biased? *Perspectives on Psychological Science, 14*, 292-303.

LINK TO PAPER:

<https://www.sas.upenn.edu/~baron/papers/dittoresp.pdf>

Week 7 (Feb 28). Gender and Politics (NO CLASS ON THURSDAY)

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

Clark, C. & Winegard, B. (2020). The Myth of Pervasive Misogyny. *Quillette*.

Link: <https://quillette.com/2020/07/27/the-myth-of-pervasive-misogyny/>

Week 8 (March 7). 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.

Beall, A. T., Hofer, M. K., & Schaller, M. (2016). Infections and elections: Did an Ebola outbreak influence the 2014 U.S. federal elections (and if so, how)? *Psychological Science, 27*, 595-605.

Week 9 (March 14). The Psychology of Public Opinion (Mass Movements, Elections)

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

Link to paper:

<http://faculty2.ucmerced.edu/tmatlock/papers/grammar-elections.pdf>

Conway, L. G., III, Repke, M. A., & Houck, S. C. (2017). Donald Trump as a cultural revolt against perceived communication restriction: Priming political correctness norms causes more Trump support. *Journal of Social and Political Psychology, 5*, 244-259.

RG link:

https://www.researchgate.net/publication/317217285_Donald_Trump_as_a_Cultural_Revolt_Against_Perceived_Communication_Restriction_Priming_Political_Correctness_Norms_Causes_More_Trump_Support

Week 10 (March 21). SPRING BREAK – NO CLASS

Week 11 (March 28). Dictatorships/Authoritarianism

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

Choma, B. L., & Hanoch, Y. (2017). Cognitive ability and authoritarianism: Understanding support for Trump and Clinton. *Personality and Individual Differences, 106*, 287-291.

RG Link:

https://www.researchgate.net/profile/Becky_Choma/publication/309694338_Cognitive_ability_and_authoritarianism_Understanding_support_for_Trump_and_Clinton/links/582c70f508ae004f74b90bdd/Cognitive-ability-and-authoritarianism-Understanding-support-for-Trump-and-Clinton.pdf

Week 12 (April 4). 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.

Van Hiel, A., Duriez, B., Kossowska, M. (2006). The presence of left-wing authoritarianism in Western Europe and its relationship with conservative ideology. *Political Psychology*, 27, 769-793.

Week 13 (April 11). Political Decision-Making: War and Peace

[NO PAPER FOR TUESDAY]

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 18). 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.

Houck, S.C., Repke, M.A. (2017). When and why we torture: A review of psychology research. *Translational Issues in Psychological Science*, 3, 272-283.

RG Link:

https://www.researchgate.net/publication/319968477_When_and_why_we_torture_A_review_of_psychology_research

Week 15 (April 25). Political Psychology of COVID / Personality and Political Leadership

Clark, C., Davila, A., Regis, M., & Kraus, S. (2020). Predictors of COVID-19 voluntary compliance behaviors: An international investigation. *Global transitions*, 2, 76-82.

Link: <https://www.sciencedirect.com/science/article/pii/S2589791820300098>

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

Week 16 (March 2). Personality and Political Leadership

Jordan, K. N., Sterling, J., Pennebaker, J. W., & Boyd, R. L. (2019). Examining long-term trends in politics and culture through language of political leaders and cultural institutions. *Proceedings of the National Academy of Sciences of the United States of America*, 116(14), 7148-7148.

PAPER LINK:

<https://www.pnas.org/content/116/9/3476>

[No reading for Thursday]

Additional Suggested (But Not Required) Readings:

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.

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.

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

Bongiorno, R., Bain, P. G., & David, B. (2014). If you're going to be a leader, at least act like it! prejudice towards women who are tentative in leader roles. *British Journal of Social Psychology*, 53(2), 217-234. doi:http://dx.doi.org/10.1111/bjso.12032

LINK TO PAPER:

<https://ore.exeter.ac.uk/repository/bitstream/handle/10871/38347/Bongiornoetal2014.pdf?sequence=2>