

PSYCH 368: Political Psychology

Fall 2022 Syllabus

Course Description:

This course undertakes a brief survey of the interdisciplinary field of political psychology. Students who successfully complete this course will be able to articulate how basic psychological concepts from personality theory, cognition, the study of emotions and attitude, and group dynamics can be used to help understand political phenomena.

Professor:

Dr. Zoë Francis
zoe.francis@ufv.ca



Lectures:

Mondays, 4:00pm — 6:50pm
Room D121

Office hours:

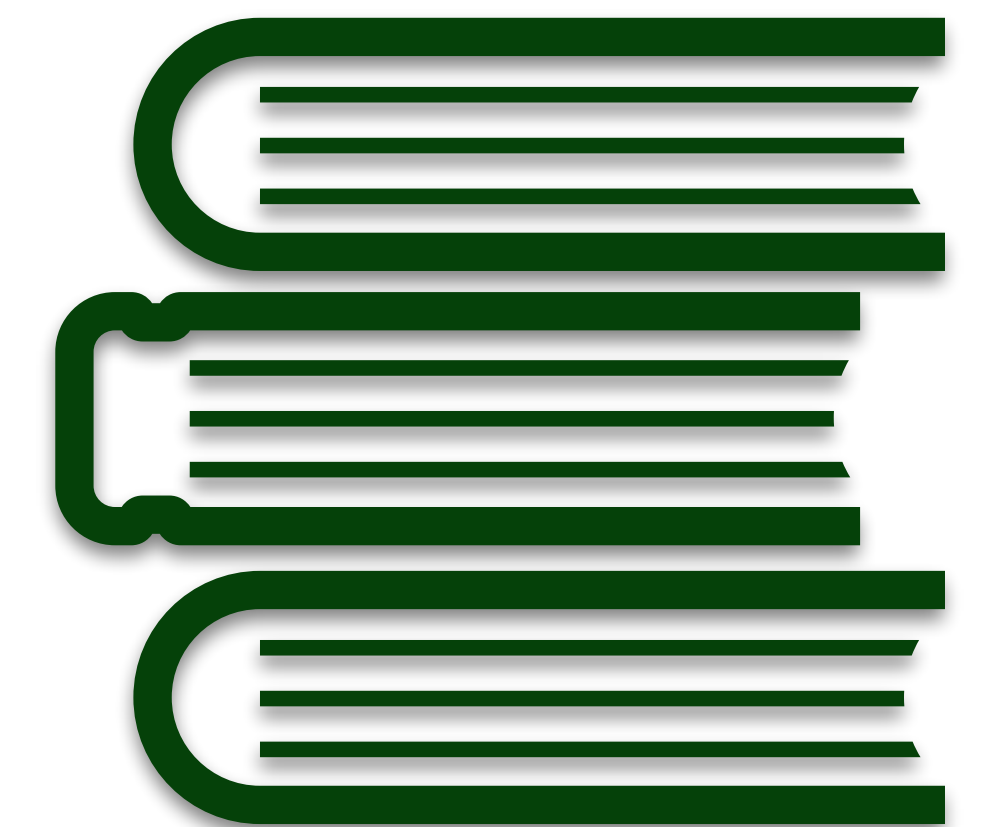
Tuesdays, 3-4pm in room D 218d
or by appointment

If you have any questions, please send me an email. I typically respond to emails within 1-2 business days.

Course Readings:

There is **no textbook** for this class. Instead, we will be reading articles from political psychology. Most weeks have 3 required readings (primarily journal articles, occasionally newspaper articles). Most weeks have short reading quizzes at the beginning of class, to ensure you have completed the readings and are prepared for discussion.

Please refer to the Reading List in MyClass (and at the end of the syllabus).



Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Apply psychological concepts from personality theory, cognition, the study of emotions and attitudes, and group dynamics to political phenomena
- Discuss political psychological theorizing about leadership, voting, the media, tolerance, race relations, nationalism, security issues, and social capital
- Analyze political ideology from a psychological perspective
- Analyze the separate roles played by person variables and situation variables in evoking political behaviour
- Analyze political communication from a psychological perspective



Course Schedule

Note: This schedule (including readings) is subject to revisions. Changes will be posted on Blackboard.

Week	Topic	Assessments
1 Sept 12	Introduction, Emotion & Rationality	
2 Sept 19	Political Orientation	Reading Quiz
3 Sept 26	Participation & Activism	Reading Quiz
4 Oct 3	Debate Day 1	Debate
No Class on Oct 10th (Thanksgiving)		
5 Oct 17	Moralization & Beliefs	Reading Quiz
6 Oct 24	Polarization	Midterm Exam
7 Oct 31	Social Media & Misinformation	Reading Quiz
8 Nov 7	Debate Day 2	Debate
9 Nov 14	Group Dynamics & Conformity	Reading Quiz
10 Nov 21	Prejudice & Intergroup Conflict	Reading Quiz
11 Nov 28	Extremism & Terrorism	Reading Quiz & Grant Proposal Due
12 Dec 5	Debate Day 3	Debate
TBD	FINAL EXAM	Final Exam

Grading Overview:

Assessment	% of Total	Due Date
Reading Quizzes	10 (best 5 x 2%)	Most weeks, beginning of class
Debates	15 (5% and 10%)	Two of: Oct 3rd, Nov 7th, Dec 5th
Midterm Exam	20	October 24th
Grant Proposal	20	By 11:59pm Tuesday, November 29th
Final Exam	35	TBD (see UFV Final Exam Schedule)

Assignments & Evaluations

Reading Quizzes (5 x 2% each)

Most weeks (except for Debate Days and the week of the midterm exam), class will start with a short quiz (~3 to 5 questions) on the required readings from that week. Quiz questions are intended to assess if you read and understood the **main points** from the assigned readings.

There are 7 weeks of reading quizzes, but only the **best 5** will count towards your course grade. There are no make-up quizzes.



Debates (5% + 10%)

Debate Days will have four debates on topics related to that third of the course. At least two weeks in advance, you and a partner will be told what your topic is and will be assigned a side to debate ('pro' or 'con'). Debate speeches are 5 minutes long, and should both provide arguments for your side and address/refute the arguments of your opponent. While the topics will be related to the psychology content of that third of the course, debate speeches are welcome to also include points that are not primarily psychological (from economics, politics, philosophy, etc.).

Each person will participate in **two debates** across the three 'Debate Days'. Of your two debates, your higher mark will count as 10% of your final course grade, and the lower mark will count as 5%.

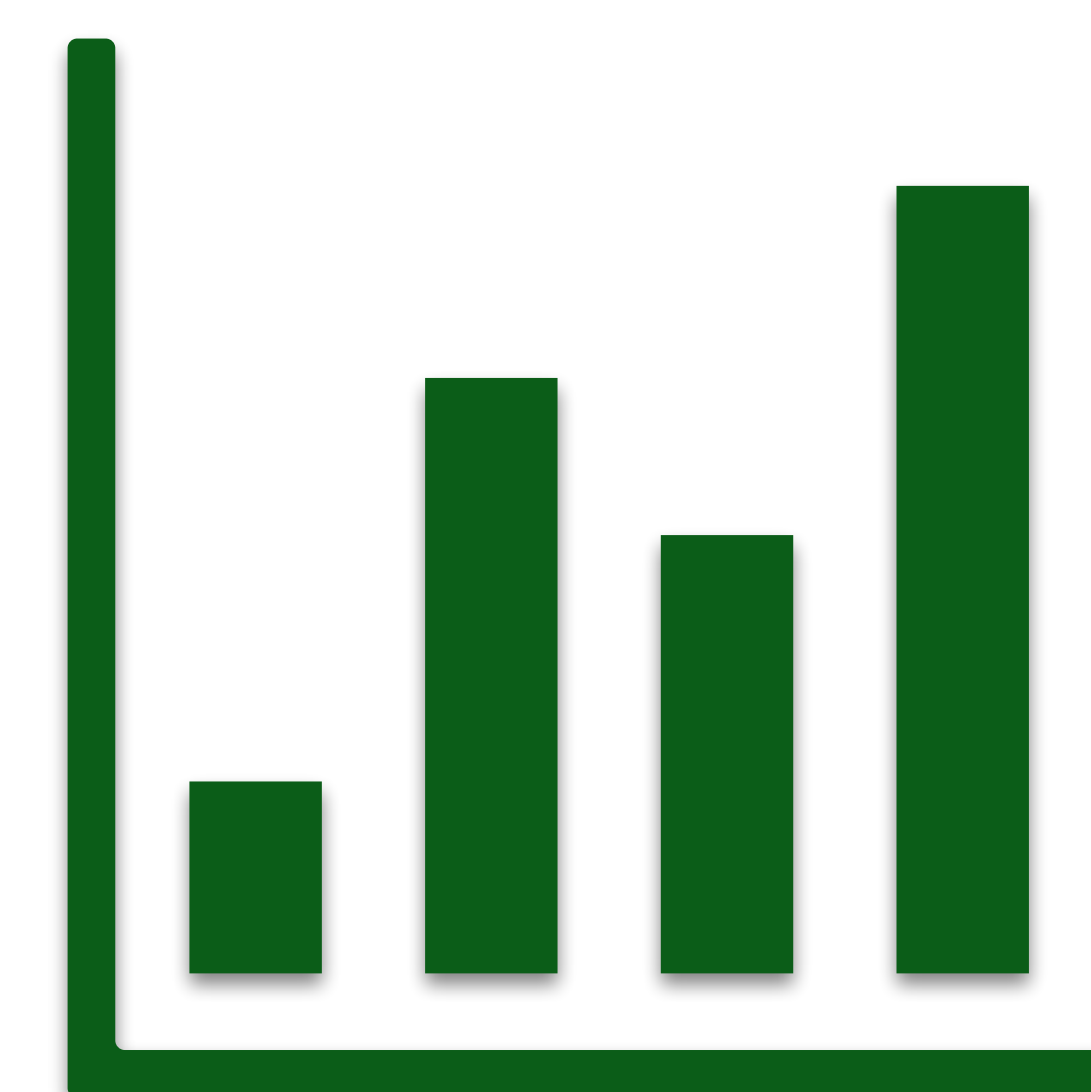


Grant Proposal (20%)

For this written assignment, you will choose a specific topic in the area of political psychology and create a specific, testable research hypothesis. You will then write a concise (~4 pages, double-spaced) grant proposal — including an introduction, methods, and significance sections — arguing that this research question is deserving of grant funding. The proposal should be written in an accessible style, as grant reviewers are often from unrelated areas.

More instructions will be provided in class and posted to MyClass.

Due: 11:59pm, Tuesday, November 29th. Submit online via MyClass.



Midterm (20%) and Final Exam (35%)

Exams will include a combination of written response and multiple choice questions. Content from both lectures and the readings will be tested.

The midterm exam covers material from weeks 1 to 5. The final exam is cumulative (weeks 1 to 12).



Course Policies

Attendance and Absences:

Regular attendance is required to maximize your success on the exams & assignments. However, if you are ill or have symptoms listed in the daily self-assessment health check, please do **not** come to the UFV campus. Instead, please email me with the **Student Declaration of Absence** form **within 48 hours** of missing class; this counts as an excused absence.

Missing/Late Work:

Unexcused late grant proposals will have 10% deducted per day, and will only be accepted up to 5 days late. Reading quizzes cannot be completed late and no make-up quizzes are available. Likewise, debates cannot be rescheduled or completed late (because they are prepared and conducted in groups). Unexcused absences on the days of these assessments will result in a zero.

If an assignment is missed or late due to an illness, injury, or other excused absence please **complete the Student Declaration of Absence form**, available in Course Info/Resources, and email me as soon as possible — no later than 48 hours after class (zoe.francis@ufv.ca).

Students are expected to make up any missed work (including the midterm exam) within 3 days of returning to classes after illness and within a week of bereavement leave.

Academic Integrity & Plagiarism Policy:

It is everyone's responsibility to attend to academic integrity. Plagiarizing "by accident" or "not knowing that it is plagiarism" is NOT an excuse. One of the most common forms of plagiarism is using the *exact words* of someone else, without quotation marks, and ending the phrase with the author and year in parentheses. Unfortunately, even though this includes a citation, it is plagiarism.

When summarizing someone else's ideas without direct quotes, you should read the text/source, study it a bit, and then **put it away**. Then, you can write about the ideas and what the article was about holistically, **in your own words**. Substituting individual words (e.g., using synonyms) or re-ordering words in a sentence is not the same as re-writing an idea in your own words.

Re-using assignments from other classes - even assignments that you wrote yourself - is also an academic offence (called self-plagiarism).

As this is an upper-year course, you are expected to already be familiar with the plagiarism and academic integrity policies at UFV. The Plagiarism and Academic Integrity policy is available in the "Resources" section of MyClass.

Letter Grades:

A+	90-100	B+	77-79	C+	67-69	D	50-59
A	85-89	B	73-76	C	63-66	F	BELOW 50
A-	80-84	B-	70-72	C-	60-62	I	Temporary grade

University Resources

English Language Services

Services are open to all UFV students. Students will receive support from an English as an Additional Language (EAL) faculty member with reading, writing, listening, and speaking skills to help with any UFV course they are taking. ELS support sessions are private and confidential. The goal is to help you understand expectations for course activities and assignments and to improve your language, study, and cross-cultural skills to help you succeed through personalized, one-on-one support sessions with ELS Department faculty. Students are able to book online appointments.

For further info or to book an appointment: <https://ufv.ca/esl/online-help-centre/general-els-support/>

Centre for Accessibility Services

The Centre for Accessibility Services operates as the central contact point for students with disabilities at UFV. The office focuses on providing accommodations and services to help meet academic demands, while promoting student responsibility and self-advocacy. Students who have been diagnosed with a mental, physical, sensory, or neurological impairment, or learning disorder (either temporary or permanent) that restricts their ability to perform classroom activities should reach out to CAS. Any accommodations for disabilities or learning disorders must be arranged through the Centre for Accessibility Services.

For more information or to register for support, contact: <https://www.ufv.ca/accessibility/>

Academic Success Centre

The Academic Success Centre (ASC) offers FREE student-focused tutoring, workshops, online resources and support programs to develop students' academic skills and knowledge. Peer tutors work with students on personal learning strategies and approaches, and provide writing and subject-area support under the supervision of the Learning Strategist and the Coordinator of the Academic Success Centre.

<https://www.ufv.ca/asc/>

Priority Access to Student Support (PASS)

The UFV Priority Access to Student Supports (PASS) program connects students to the supports and resources that may help them to increase their chance of success. Such assistance may include putting students in touch with an academic advisor, financial aid, a counsellor or another resource. If your instructor is concerned about your progress, he/she may refer you to PASS. The referral is treated confidentially and is sent because your instructor cares about your progress and success in this course. Your response to PASS is entirely voluntary. If you do not wish your instructor to make a referral to PASS on your behalf, please let them know by email. Visit ufv.ca/student-services/PASS for more information.

Reading List

Note. Any changes to the reading list will be posted on MyClass and announced in class.

Emotion and Rationality (Week 1)

- Healy, A. J., Malhotra, N., & Mo, C. H. (2010). Irrelevant events affect voters' evaluations of government performance. *Proceedings of the National Academy of Sciences*, 107(29), 12804–12809. <https://doi.org/10.1073/pnas.1007420107>
- Valentino, N. A., Hutchings, V. L., Banks, A. J., & Davis, A. K. (2008). Is a worried citizen a good citizen? Emotions, political information seeking, and learning via the internet. *Political Psychology*, 29(2), 247–273. <https://doi.org/10.1111/j.1467-9221.2008.00625.x>

Political Orientation (Week 2)

- Xu, X., Plaks, J. E., & Peterson, J. B. (2016). From dispositions to goals to ideology: Toward a synthesis of personality and social psychological approaches to political orientation. *Social and Personality Psychology Compass*, 10(5), 267–280. <https://doi.org/10.1111/spc3.12248>
- Hooghe, M., & Boonen, J. (2015). The intergenerational transmission of voting intentions in a multiparty setting: An analysis of voting intentions and political discussion among 15-year-old adolescents and their parents in Belgium. *Youth & Society*, 47(1), 125–147. <https://doi.org/10.1177/0044118X13496826>
- Campbell, C., & Horowitz, J. (2016). Does college influence sociopolitical attitudes? *Sociology of Education*, 89(1), 40–58. <https://doi.org/10.1177/0038040715617224>

Participation and Activism (Week 3)

- Mutz, D. C. (2002). The consequences of cross-cutting networks for political participation. *American Journal of Political Science*, 46(4), 838–855. <https://doi.org/10.2307/3088437>
- Ford, B. Q., Feinberg, M., Lam, P., Mauss, I. B., & John, O. P. (2019). Using reappraisal to regulate negative emotion after the 2016 U.S. Presidential election: Does emotion regulation trump political action? *Journal of Personality and Social Psychology*, 117(5), 998–1015. <https://doi.org/10.1037/pspp0000200>
- Krupnikov, Y., & Ryan, J. B. (Oct 20, 2020). The real divide in America is between political junkies and everyone else. *The New York Times*. <https://www.nytimes.com/2020/10/20/opinion/polarization-politics-americans.html>

Moralization and Beliefs (Week 5)

- Feinberg, M., & Willer, R. (2019). Moral reframing: A technique for effective and persuasive communication across political divides. *Social and Personality Psychology Compass*, 13(12), e12501. <https://doi.org/10.1111/spc3.12501>
- Wang, S. Y. N., & Inbar, Y. (2021). Moral-language use by U.S. political elites. *Psychological Science*, 32(1), 14–26. <https://doi.org/10.1177/0956797620960397>
- Clifton, J. D. W., & Kerry, N. (2022). Belief in a dangerous world does not explain substantial variance in political attitudes, but other world beliefs do. *Social Psychological and Personality Science*, 194855062211193. <https://doi.org/10.1177/19485506221119324>

Polarization (Week 6)

- Iyengar, S., Lelkes, Y., Levendusky, M., Malhotra, N., & Westwood, S. J. (2019). The origins and consequences of affective polarization in the United States. *Annual Review of Political Science*, 22(1), 129–146. <https://doi.org/10.1146/annurev-polisci-051117-073034>

Reading List (Continued)

Social Media and Misinformation (Week 7)

Pennycook, G., & Rand, D. G. (2019). Lazy, not biased: Susceptibility to partisan fake news is better explained by lack of reasoning than by motivated reasoning. *Cognition*, 188, 39–50. <https://doi.org/10.1016/j.cognition.2018.06.011>

(See Also) Pennycook, G., & Rand, D. G. (Jan 19, 2019). Why do people fall for fake news? The New York Times.

Lewandowsky, S., & van der Linden, S. (2021). Countering misinformation and fake news through inoculation and prebunking. *European Review of Social Psychology*, 32(2), 348–384. <https://doi.org/10.1080/10463283.2021.1876983>

Van Bavel, J. J., Rathje, S., Harris, E., Robertson, C., & Sternisko, A. (2021). How social media shapes polarization. *Trends in Cognitive Sciences*, 25(11), 913–916. <https://doi.org/10.1016/j.tics.2021.07.013>

Group Dynamics and Conformity (Week 9)

Cohen, G. L. (2003). Party over policy: The dominating impact of group influence on political beliefs. *Journal of Personality and Social Psychology*, 85(5), 808–822. <https://doi.org/10.1037/0022-3514.85.5.808>

Gerber, A. S., Green, D. P., & Larimer, C. W. (2008). Social pressure and voter turnout: Evidence from a large-scale field experiment. *American Political Science Review*, 102(1), 33–48. <https://doi.org/10.1017/S000305540808009X>

Motyl, M., Iyer, R., Oishi, S., Trawalter, S., & Nosek, B. A. (2014). How ideological migration geographically segregates groups. *Journal of Experimental Social Psychology*, 51, 1–14. <https://doi.org/10.1016/j.jesp.2013.10.010>

Prejudice and Intergroup Conflict (Week 10)

Bouchard, J. (2022). “I think Canadians look like all sorts of people”: Ethnicity, political leadership, and the case of Jagmeet Singh. *The Journal of Race, Ethnicity, and Politics*, 7(2), 316–347. <https://doi.org/10.1017/rep.2020.51>

Paluck, E. L. (2009). Reducing intergroup prejudice and conflict using the media: A field experiment in Rwanda. *Journal of Personality and Social Psychology*, 96(3), 574–587. <https://doi.org/10.1037/a0011989>

West, K., Greenland, K., & Laar, C. (2021). Implicit racism, colour blindness, and narrow definitions of discrimination: Why some White people prefer ‘All Lives Matter’ to ‘Black Lives Matter.’ *British Journal of Social Psychology*, 60(4), 1136–1153. <https://doi.org/10.1111/bjso.12458>

Extremism and Terrorism (Week 11)

Doosje, B., Moghaddam, F. M., Kruglanski, A. W., de Wolf, A., Mann, L., & Feddes, A. R. (2016). Terrorism, radicalization and de-radicalization. *Current Opinion in Psychology*, 11, 79–84. <https://doi.org/10.1016/j.copsyc.2016.06.008>

Sinclair, S., Nilsson, A., & Agerström, J. (2022). Tolerating the intolerant: Does realistic threat lead to increased tolerance of right-wing extremists? *Journal of Social and Political Psychology*, 10(1), 35–47. <https://doi.org/10.5964/jspp.8017>

Perry, B., & Scrivens, R. (2018). A climate for hate? An exploration of the right-wing extremist landscape in Canada. *Critical Criminology*, 26(2), 169–187. <https://doi.org/10.1007/s10612-018-9394-y>