

Course Title	:	Political Psychology and Behaviour
Course Code	:	SSC3213
Recommended Study Year	:	2 and 3 and 4
No. of Credits/Term	:	3
Mode of Tuition	:	2-hour lecture and 1-hour tutorial per week
Class Contact Hours	:	Three hours per week
Category in Major Prog.	:	4 year programme elective
Discipline	:	Political Science
Teaching Period	:	2 nd Term, 2018-19

Instructor

Professor CHAN Che-po (office: WYL321; Tel: 2616-7189; email: chancp@ln.edu.hk)

Office hours: Monday 4:30-5:30 pm; Wednesday 11:30-12:30 pm, 2:30-3:30 pm, 4:30-5:30 pm.

Lecture: Monday 10:30-12:30 pm; tutorial: Wednesday 10:30-11:30 am (session 3), Thursday 5:30-6:30 pm (session 2). The 1st tutorial class will be after the Chinese New Year holidays

Brief Course Description

Political psychology is, at the most general level, an application of what is known about human psychology to the study of politics. Research on political psychology has mainly been a two-way traffic: it draws on a diverse set of psychological theories about personality, developmental psychology, cognitive psychology, and inter-group interaction; and it addresses political phenomena such as leadership, mass political behaviour, civic education, and decision-making in international relations. This course draws on research of the field to understand political processes and behaviour.

Aims

Political psychology covers such a variety of subjects that it is impossible to discuss them all in this introductory course. What it intends to achieve in this course is mainly twofold: to enhance our knowledge about political processes with the help of psychological tools, and to train our analytical skills with cooperative research projects.

Learning Outcomes

Upon completion of this course, students should be better equipped to:

1. demonstrate knowledge of and logically think about political behaviour from a psychological perspective;
2. investigate political phenomena using a psychological approach;
3. orally present and write up a project paper on a particular issue of political psychology.

Indicative Content

1. Political Psychology: an Introduction
 - a. What is political psychology?
 - b. The poly-psy relationship: historical development
2. Decision-making at the Individual Level
 - a. Models of decision-making
 - b. Information processing
3. Decision-making within a Group
 - a. Groupthink
 - b. Perception and misperception
4. Destructive Obedience and Genocide
5. Political Socialization
6. Two Versions of Political Personality
 - a. Authoritarian personality
 - b. Democratic personality
7. Political Psychology of Elites
 - a. Presidential character/personality
 - b. When personality affects political behavior
8. Psychology of Nationalism
9. Psychology of Terrorism

Teaching Method

This course is divided into two parts: lectures and tutorials. Lectures will serve as the “textbook” for the course. The lecturer will guide students through selected readings in political psychology that can help them to understand key issues in this field, and discuss the answers that some research in the field has found, as well as the methods that research used to get at the answers.

Tutorials for this course serve as helping students to understand better and more of what they have learned in the lectures and from the readings. We have regular discussions and presentations on assigned questions. We also have movie watching and discussion afterwards.

Project paper and other evaluated work are designed to help students mastering the material, to give students a chance to follow through on some of their particular interests, and to enable them to evaluate their progress.

Measurement of Learning Outcomes

Class participation, tutorial performance, term paper, and examination.

Assessment:

1. Class performance 15%
2. Presentation 15%
3. Term paper 20%
4. Final examination 50%

You are required to write a 3-persons-a-group term paper, 1000-words per person. The paper will be first presented in the tutorial. All presentations are in the last 4 tutorial weeks. The paper should be typed in Times New Roman, font size 12, double-space. More details will be given in class. Before the group presentations, students are asked to consult the instructor and the instructor will help them to formulate their own arguments and analyses. The term paper should be submitted in a hard copy to the instructor and a soft copy submitted to Moodle Turnitin. The paper is due on **2 May** (Thursday).

[Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations. Cheating in examination, plagiarism and multiple submission of course work are considered as such dishonest practices.]

Assessment (%)	Details of assessment	Date/due date	Measures Learning Outcomes
1. Class Attendance/ Participation (15%)	Your regular attendance and participation and contribution in the class		1, 2
2. Presentation (15%)	Presentation in tutorial class	Presentation and term paper topics to be decided in the first tutorial class	1, 2, 3
3. Term paper (20%)	A 1000-words per person group paper, with more details given in class	Due within 2 weeks after presentation	1, 2, 3
4. Final exam (50%)	2 short terms/ 2 essay questions	During the exam period	1, 2

Lecture Outline & Selected Readings

1. Political Psychology: an Introduction

**Deutsch, Morton, and Catarina Kinnvall. "What Is Political Psychology?" In *Political Psychology*, edited by Kristen Monroe, Mahwah, NJ: Lawrence Erlbaum Associates, 2002, pp. 15-42.

Hermann, Margaret G. "Political Psychology as a Perspective in the Study of Politics." In *Political Psychology*, edited by Kristen Monroe, Mahwah, NJ: Lawrence Erlbaum Associates, 2002, pp. 43-60.

Ward, Dana. "Origins and Development." In *Political Psychology*, edited by Kristen Monroe, Mahwah, NJ: Lawrence Erlbaum Associates, 2002, pp. 61-78.

2. Decision-making and Information Processing

**Monroe, Kristen Renwick. "Psychology and Rational Actor Theory," *Political Psychology*, vol. 16, no. 1, 1995:1-21.

**Taber, Charles S. "Information Processing and Public Opinion." In *Oxford Handbook of Political Psychology*, edited by David O. Sears, Leonie Huddy and Robert Jervis, New York: Oxford University Press, 2003, pp. 433-476.

Martha Cottam et. al. Introduction to Political Psychology. Mahwah, NJ: Lawrence Erlbaum Associates, 2004, chapter 6-"Voting, Role of the Media, and Tolerance".

- Simon, Herbert. "A Cognitive Approach to Human Nature in Politics." In *Political Psychology: Classic and Contemporary Readings*, edited by Neil J. Kressel, NY: Paragon House, 1993, pp. 83-102.
- Lau, Richard R. "Models of Decision-Making." In *Oxford Handbook of Political Psychology*, edited by David O. Sears, Leonie Huddy and Robert Jervis, New York: Oxford University Press, 2003, pp. 19-59.
- Sears, David. "Long-Term Psychological Consequences of Political Events." In *Political Psychology*, edited by Kristen Monroe, Mahwah, NJ: Lawrence Erlbaum Associates, 2002, pp. 249-269.
- Geva, Nehemia, James Mayhar, J. Mark Skorick, "The Cognitive Calculus of Foreign Policy Decision Making," *Journal of Conflict Resolution*, vol. 44, no. 4, Aug 2000:447-71.

3. Groupthink, Perception and Misperception

- **Janis, Irving. "Groupthink." In *Political Psychology: Classic and Contemporary Readings*, edited by Neil J. Kressel, NY: Paragon House, 1993, pp. 360-366.
- **Levy, Jack S. "Political Psychology and Foreign Policy." In *Oxford Handbook of Political Psychology*, edited by David O. Sears, Leonie Huddy and Robert Jervis, New York: Oxford University Press, 2003, pp. 253-278.
- Barner-Barry, Carol. *Psychological Perspectives on Politics*. N.J.: Prentice Hall, 1985, chapter 9- "Decision Making: the Quintessential Political Act".
- Schafer, Mark and Scott Crichlow. "The Process-Outcome Connection in Foreign Policy Decision Making: a Quantitative Study Building on Groupthink," *International Studies Quarterly*, vol. 46, March, 2002: 45-68.
- Jervis, Robert, *Perception and Misperception in International Politics*. chs. 1 & 4. Princeton, NJ: Princeton UP, 1976.
- Stein, Janice Gross. "Building Politics into Psychology: the Misperception of Threat." In *Political Psychology: Classic and Contemporary Readings*, edited by Neil J. Kressel, NY: Paragon House, 1993, pp. 367-392.
- Heradstveit, Daniel and Matthew Bonham. "Attribution theory and Arab images of the Gulf War," *Political Psychology*, vol. 17, no. 2, 1996:271-292.

4. Destructive Obedience and Genocide

- **Sabini, John P., and Maury Silver. "Destroying the Innocent with a Clear Conscience: A Sociopsychology of the Holocaust." In *Political Psychology: Classic and Contemporary Readings*, edited by Neil J. Kressel, NY: Paragon House, 1993, pp. 192-217.

Lifton, Robert Jay. "The Nazi Doctors." In *Political Psychology: Classic and Contemporary Readings*, edited by Neil J. Kressel, NY: Paragon House, 1993, pp. 218-231.

Milgram, Stanley. *Obedience to Authority: An Experimental View*. New York: Harper & Row, 1974.

5/6. Political Socialization and Political Personality

**Barner-Barry, Carol. *Psychological Perspectives on Politics*. N.J.: Prentice Hall, 1985, chapter 4- "Political Socialization: Homo Politicus in the Process of Becoming".

**Sniderman, Paul M. "Personality and Democratic Politics." In *Political Psychology: Classic and Contemporary Readings*, edited by Neil J. Kressel, NY: Paragon House, 1993, pp. 154-166.

**Brown, Roger. "The Authoritarian Personality and the Organization of Attitudes," In *Political Psychology : Key Readings*, edited by John T.Jost and Jim Sidanius. New York: Psychology Press, 2004, chapter 2.

Sullivan, John L., J. Piereson and G. E. Marcus. *Political Tolerance and American Democracy*. University of Chicago Press, 1982, especially chapters 1, 5, 6, 9.

Meloan, Jos D. "The Political Culture of State Authoritarianism." In Stanley Renshon and John Duckitt, eds., *Political Psychology: Cultural and Cross-cultural Foundations*. London: Macmillan, 2000, pp. 108-127.

Stone, William F and Paul E. Schaffner. *The Psychology of Politics*. 2nd Edition. New York: Springer-Verlag, 1988, chapter 6 – "Authoritarianism and Machiavellianism".

Seliktar, Ofira. "Identifying a Society's Belief Systems." In *Political Psychology*, edited by Margaret Hermann, San Francisco: Jossey-Bass, 1986, pp. 320-354.

7. Political Psychology of Elites

** Barber, James David. "The Presidential Character." In *Political Psychology: Classic and Contemporary Readings*, edited by Neil J. Kressel. NY: Paragon House, 1993, pp. 127-137.

**Post, Jerrold M. *Leaders and Their Followers in a Dangerous World: the Psychology of Political Behavior*. Ithaca: Cornell University Press, 2004, chapter 2-"When Personality Affects Political Behavior".

Hermann, Margaret. "Ingredients of Leadership." In *Political Psychology*, edited by Margaret Hermann. San Francisco: Jossey-Bass, 1986, pp. 167-192.

Barner-Barry, Carol. *Psychological Perspectives on Politics*. N.J.: Prentice Hall, 1985, chapter 5-"Leading and Following: Who is 'In Charge'?"

Preston, Thomas. "Following the Leader': the Impact of U.S. Presidential Style upon Advisory Group Dynamics, Structure, and Decision." In *Beyond Groupthink: Political Group Dynamics and Foreign Policy-making*, edited by Paul't Hart, E. K. Stern and B. Sundelius. Ann Arbor: University of Michigan Press, 2000, chapter 7.

Searing, Donald D. "The Psychology of Political Authority: a Causal Mechanism of Political Learning Through Persuasion and Manipulation," *Political Psychology*, vol. 16, no. 4, 1995, pp. 677-696.

8. *Psychology of Nationalism*

** Stern, Paul C. "Why do People Sacrifice for their Nations?" *Political Psychology*, vol. 16, no. 2, 1995, pp. 217-235.

Caputi, Mary. "National Identity in Contemporary Theory," *Political Psychology*, vol. 17, no. 4, 1966, pp. 683-694.

Chan, Che-po and Brian Bridges. "China, Japan and the Clash of Nationalisms," *Asian Perspective*, vol. 30, no. 1, 2006, pp. 127-156.

Druckman, Daniel. "Nationalism, Patriotism, and Group Loyalty: a Social Psychological Perspective," *Mershon International Studies Review*, vol. 38, 1994, pp. 43-68.

Feldman, Ofer. "Cultural Nationalism and Beyond: Crosscultural Political Psychology in Japan." In Stanley Renshon and John Duckitt, eds., *Political Psychology: Cultural and Cross-cultural Foundations*. London: Macmillan, 2000, pp. 182-200.

9. *Psychology of Terrorism*

** Crenshaw, Martha. "The Psychology of Political Terrorism," In *Political Psychology*, edited by Margaret Hermann. San Francisco: Jossey-Bass, 1986, pp. 379-413.

**Post, Jerrold M. *Leaders and Their Followers in a Dangerous World: the Psychology of Political Behavior*. Ithaca: Cornell University Press, 2004, chapter 6-"The Mind of the Terrorist".

Crenshaw, Martha. "The Psychology of Political Terrorism: an Agenda for the 21st Century." *Political Psychology*, vol. 21, no. 2, 2000, pp. 405-420.

Pape, Robert A. *Dying to Win: the Strategic Logic of Suicide Terrorism*. New York: Random House, 2005, chapter 2- "Explaining Suicide Terrorism".

Post, Jerrold M. *Leaders and Their Followers in a Dangerous World: the Psychology of Political Behavior*. Ithaca: Cornell University Press, 2004, chapter 1-"9/11: The Explosive Force of Personality and Political Behavior".

Recommended/ Supplementary Readings

The following readings are examples of textbooks which are useful for general readings and for research on your presentations and term papers.

David O. Sears, Leonie Huddy and Robert Jervis, eds., *Oxford Handbook of Political Psychology*. New York: Oxford University Press, 2003.

Paul 't Hart, E. K. Stern and B. Sundelius, eds., *Beyond Groupthink: Political Group Dynamics and Foreign Policy-making*, Ann Arbor: University of Michigan Press, 2000.

James Kuklinski, eds., *Thinking about Political Psychology*. Cambridge, UK: Cambridge UP, 2002.

John T. Jost and Jim Sidanius, eds., *Political Psychology : Key Readings*. New York: Psychology Press, 2004.

Kristen Monroe, eds., *Political Psychology*. Mahwah, NJ: Lawrence Erlbaum Associates, 2002.

Margaret Hermann, eds., *Political Psychology*. San Francisco: Jossey-Bass, 1986.

Neil J. Kressel, eds., *Political Psychology: Classic and Contemporary Readings*. NY: Paragon House, 1993.

Jerrold M Post. *Leaders and Their Followers in a Dangerous World: the Psychology of Political Behavior*. Ithaca: Cornell University Press, 2004.

Stanley Renshon and John Duckitt, eds., *Political Psychology: Cultural and Cross-cultural Foundations*. London: Macmillan, 2000.

William F Stone and Paul E. Schaffner. *The Psychology of Politics*. 2nd Edition. New York: Springer-Verlag, 1988.

Martha Cottam et. al. *Introduction to Political Psychology*. Mahwah, NJ: Lawrence Erlbaum Associates, 2004.

Assessment rubrics

Participation and performance (15%)

Criteria	Excellent A,A-	Good B+, B,B-	Fair C+,C,C-	Pass – Failure D+, D, F
Class attendance and participation	Class attendance is regular and the student speaks up regularly and enthusiastically	Class attendance is regular and the student speaks up now and then	Class attendance is quite regular but the student participates only when asked by the instructor	Class attendance is erratic and participation is nil or almost nil
Articulateness	Expression of ideas or opinions were consistently factually accurate, logical and clear	Expression of ideas or opinions were generally factually accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas or opinions were generally factually accurate, logical and clear, but with a number of minor lapses	Ideas or opinions were not expressed logically, and were characterized by significant factual inaccuracies and lack of clarity

Presentation (15%)

Criteria	Excellent A,A-	Good B+, B,B-	Fair C+,C,C-	Pass – Failure D+, D, F
Organization	The student presents information in a logical and well thought sequence and instructor can easily follow.	The student presents information in logical and acceptable sequence which instructor can follow.	Difficulty following presentation because student jump around.	Cannot understand presentation because there is no sequence of information

Subject Knowledge	The student demonstrates full knowledge by answering all questions with explanation and elaboration.	The student is at ease answering questions, but fails to elaborate.	The student is uncomfortable with information and is able to answer only rudimentary questions.	The student does not have grasp of information; cannot answer questions about subject
Graphics	The student's graphics explain and reinforce screen text and presentation.	The student's graphics relate to text and presentation	The student occasionally uses graphics which could not support well text and presentation	The student uses superfluous graphics or no graphics
Content	Presentation has sufficient and very good examples and no misspelling or grammatical error.	Presentation has adequate and relevant examples and minor misspelling and/or grammatical error	Presentation has a few and marginal examples and major misspelling and/or grammatical error.	Presentation has almost no or irrelevant example and major spelling and/or grammatical error.
Articulateness	Excellent articulation with clear voice, correct pronunciation and relevant emphasis on important parts	Good articulation with clear voice, mostly correct pronunciation and some emphasis on important parts	Fair articulation with occasional unclear voice, some incorrect pronunciation and few emphasis on important parts	Students mumble, incorrectly pronounces many terms and audience could hardly find out main points of the presentation

Term paper (20%)

Criteria	Excellent A,A-	Good B+, B,B-	Fair C+,C,C-	Pass – Failure D+, D, F
Research Question	Wrote clear, creative and interesting question which fit the topic.	Wrote clear but commonly raised question which fit the topic.	Wrote question which barely matched with the topic.	Wrote question which did not fit the topic

Argument	Argument both well supported and genuinely compared to conflicting explanations	Main argument valid, systematic, and well supported	Argument fair, not particularly interesting, a common-sense, and partially supported	Weak, invalid, or no argument, perhaps just a simple assertion
Use of Data or Evidence	Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	Feasible evidence appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented
Organization and Writing	Structure enhances the argument, strong sections and seamless flow. Virtually no English error.	Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	Structure is of inconsistent quality, may have redundancies or disconnections. Frequent English errors.	Needs significant reorganization. English errors significantly impair readability.

Examination (50%)

Criteria	Excellent A, A-	Good B+, B, B-	Fair C+, C, C-	Pass – Failure D+, D, F
Comprehension of all the relevant concepts.	Demonstrates a deep insightful level of understanding	Demonstrates a good surface level of understanding	Demonstrates an adequate level of surface understanding	Demonstrates an inadequate level of understanding
Application of concepts to the topic.	Appropriate concepts are all applied correctly, to provide in-depth analysis elaboration to all aspects of the topic	Appropriate concepts are correctly applied, to provide analysis to all important aspects of the topic	Appropriate concepts are, for the most part, correctly applied, to provide analysis to all important aspects of the topic	Concepts are not applied, or are generally applied inappropriately or incorrectly; important aspects of the topic unaddressed
Presentation	Expression of ideas were consistently accurate, logical and clear	Expression of ideas were generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas were generally accurate, logical and clear, but with a number of minor lapses	Ideas were not expressed logically, and were characterized by significant inaccuracies and lack of clarity
Quality of English in the Report	English is consistently excellent	English is proficient, with no major errors	English is of a fair standard but some errors are present	English is below standard, with many major errors

Mark Ranges	Grade
85 -100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
45-49	D+
40-44	D
0-39	F